ANVUR Report
Periodic Accreditation of State AFAM Institutions

Conservatory of Music G. Tartini of Trieste
Approved by the Executive Board with Resolution No. 4 of 17/01/2024
Summary

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FOREWORD

In the framework of the pilot project "Quality Assurance in State AFAM Institutions", the visits have the exclusive purpose of testing the Standard Model for periodic accreditation approved by ANVUR’s Governing Council in its meeting of 12/01/2023. The Model was defined with the contribution of an international working group appointed by ANVUR in 2020 and composed of experts indicated by the European Agencies EQ-Arts, MusiQuE and ESU, and subject to consultation with the main stakeholders of the AFAM system (Conferences of AFAM Institutions and AFAM Students, MUR, CNAM and CIMEA).

The first phase of the pilot project envisages the realisation of 3 experimental periodic accreditation visits during 2023 for 3 institutions selected by ANVUR on the basis of criteria of typological and geographical representativeness among those that have voluntarily expressed their willingness to participate: 1) Academy of Fine Arts in Rome (on-site visit: 08-09-10 May 2023); 2) Conservatory of Music in Benevento (on-site visit: 29-30-31 May 2023); - Conservatory of Music in Trieste (on-site visit: 09-10-11 October 2023).

Over the next two years, ANVUR intends to extend the experimentation to all the institutions that have applied (10 state AFAM institutions), with the aim of using the results of the experience to develop a quality assurance model applicable, in the future, to the entire AFAM system.

1. EXECUTIVE SUMMARY

The Conservatory of Music "G. Tartini" of Trieste was one of the institutions, among those that applied, selected by ANVUR to undergo the testing of the Model of Standards for the periodic accreditation of State AFAM Institutions provided for in the pilot project conducted by the Agency. The Model drawn up consists of nine Standards divided into Points of Attention (PoA) for each of which an assessment is divided into strengths and areas for improvement.

After having agreed with ANVUR on the timing of the whole procedure, which started at the end of June 2023, the Conservatory of Trieste sent its Self-Assessment Report for each of the 9 Standards and related Points of Attention (PoA) on 23 August 2023, produced according to the protocols defined and proposed by the Agency and accompanied by the supporting documentation indicated in the Standard model drawn up by ANVUR.

Subsequently, the Commission of Evaluation Experts (CEV-AFAM), appointed by choosing the evaluating Experts among those on the ANVUR Register of Experts for the AFAM sector, on the basis of the disciplinary field to which the programmes being evaluated belong, started the on-desk document analysis. This preliminary analysis allowed the Experts to identify the peculiar characteristics of the Institution with particular reference to Quality Assurance aspects and to identify, albeit still preliminarily, the strengths and areas for improvement with respect to each point of attention outlined in the Standard Model.

The on-site visit by the CEV-AFAM took place from 9 to 11 October 2023 at the Conservatory G.Tartini in Trieste. During the on-site visit, the President, the Vice President, the Director, the members of the Academic Council, the members of the Student Council, the Administrative Director and the Director of Accounting, the Delegate for Teaching, the Delegate for Ordinary and Extraordinary Artistic Production and International Production, as well as other personnel involved in the management of financial, structural and personnel

resources were met. The Evaluation Board members and some members of the newly-established Quality Committee were also met.

During the visit, it was also possible to meet a group of students from the selected study programmes and to visit the Conservatory's facilities, in particular the library, the study rooms, the recording studio and Tartini’s room, containing some memorabilia that belonged to him. Finally, the CEV-AFAM was able to attend a concert by pianist Artem Yasynskyy, a lecturer at the Trieste Conservatory, as part of the Conservatory’s Concerts cycle at the Tartini Hall.

The CEV-AFAM, with the exception of the student evaluation expert who was absent for health reasons, participated in the visit to the Conservatory, which took place according to the schedule in Table 1.

Tab. 1 - Site Visit Programme at the G. Tartini State Music Conservatory of Trieste

<table>
<thead>
<tr>
<th>DATE and TIME</th>
<th>MEETING WITH REPRESENTATIVES OF THE INSTITUTION</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 October 2023 10:00 a.m.</td>
<td>Introductory meeting of the CEV-AFAM with the Director of the institution and a small group of its delegates.</td>
<td>G. Tartini' State Music Conservatory of Trieste</td>
</tr>
<tr>
<td>9 October 2023 11:00 a.m.</td>
<td>Presentation of the institution's policies (Director and their Delegates, Representatives of the governing bodies).</td>
<td></td>
</tr>
<tr>
<td>9 October 2023 12:00 noon</td>
<td>Meeting responsible for managing financial, structural and personnel resources.</td>
<td></td>
</tr>
<tr>
<td>9 October 2023 2.30 p.m.</td>
<td>Visits to the facilities and infrastructure of the study programmes selected (classrooms, study rooms, laboratories, libraries, etc.) and to the general facilities of the institution.</td>
<td></td>
</tr>
<tr>
<td>9 October 2023 5 p.m.</td>
<td>Meeting with the President of the Conservatory followed by a group of external stakeholders and representatives of local politics (Regional Councillor for Labour, Training, Education, Research, University and Family and Councillor for Social Policies, Municipality of Trieste).</td>
<td></td>
</tr>
<tr>
<td>10 October 2023 10:00 a.m.</td>
<td>Meeting on the implementation of teaching quality policies (Director and responsible institutional figures).</td>
<td></td>
</tr>
<tr>
<td>10 October 2023 10:30 a.m.</td>
<td>Meeting on the implementation of Research Quality and Third Mission policies (Director and responsible institutional figures).</td>
<td></td>
</tr>
<tr>
<td>10 October 2023 11:30 a.m.</td>
<td>Meeting with all members of the Student Council and with student representatives in the governing bodies.</td>
<td></td>
</tr>
<tr>
<td>10 October 2023 12:00 noon</td>
<td>Meeting with students</td>
<td></td>
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</tbody>
</table>
On 13 November 2023, the Conservatory received the Preliminary Report of the CEV-AFAM, containing the Experts' evaluations for each of the point of attention included in the Model. The Conservatory communicated in early December 2023 that it had no observations on the preliminary report received. The Conservatory communicated that it had taken note of the recommendations and suggestions made by the CEV and sent some clarifications that were taken into account by the CEV-AFAM in the preparation of the Final Report, issued at the end of December 2023 and attached to this Report (Annex 1), which allowed the ANVUR Governing Board to formulate the recommendations reported in Chapter 3.

2. STRENGTHS AND AREAS FOR IMPROVEMENT: SUMMARY AND FINAL RECOMMENDATIONS OF THE AGENCY

Below we summarise, by standard, the main strengths and areas for improvement highlighted by the CEV AFAM in the attached Final Report (Annex 1).

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 October 2023 2.30 p.m.</td>
<td>Meeting about student services (lecturers and technical-administrative staff responsible for services, including Orientation, Placement, Internationalisation, arts activities, library services).</td>
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</tr>
<tr>
<td>10 October 2023 3.30 p.m.</td>
<td>Meeting about the Internal Quality Assurance System (Evaluation Board, and support staff).</td>
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<tr>
<td>10 October 2023 4.30 p.m.</td>
<td>Meeting with students (Electroacoustic Music Composition class)</td>
<td></td>
<td></td>
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<tr>
<td>10 October 2023 20:30</td>
<td>Conservatory Concerts - Concert by pianist Artem Yasynskyy</td>
<td>State Conservatory of Music 'G. Tartini' of Trieste- Tartini Hall</td>
<td></td>
</tr>
<tr>
<td>11 October 2023 10:00 a.m.</td>
<td>Concluding meeting with the Director, Vice President and representatives of the Institution's bodies in which the CEV-AFAM summarises the main elements that emerged during the on-site visit.</td>
<td>G. Tartini' State Music Conservatory of Trieste</td>
<td></td>
</tr>
</tbody>
</table>

STANDARD 1 - QUALITY ASSURANCE POLICY [ESG2015 1.1 Policy for quality assurance] The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

The Conservatory “G.Tartini” in Trieste was founded in 1903 and, in those years, represented one of Italy's 13 historic conservatories on the one hand and a 'frontier institution' in the centre of Mitteleuropa on the other.

Today, the Tartini is a medium-sized Conservatory with 96 incardinated teachers and 20 non-teaching staff. The Mission and Vision are clearly outlined by the Conservatory, which presents a comprehensive educational offer mostly coherent with local needs. The Conservatory's main strategic documents also highlight the
institution’s strategic international role, which is naturally oriented, due to its history and geographical location, towards a broad international scope.

The Conservatory, also at the urging of the Editorial Board, has initiated a policy of institutionalising and consolidating the quality assurance system, the recent expression of which is the newly-established Quality Committee, which has the task of defining processes and result indicators, according to the quality policies decided by the Academic Board, and monitoring their application and effectiveness. The Committee, however, although constituted, is not yet operational and some strategic documents that are fundamental for quality assurance (e.g. Guidelines for Quality Policies), although adopted by the Conservatory's governing bodies, have not yet been fully implemented. The Conservatory demonstrates that it has well-established relationships with numerous external stakeholders, including representatives of local political institutions, important representatives of other local artistic and musical institutions and other private entities with which the Conservatory collaborates in the fields of teaching, production, research and third mission. On the other hand, there is no formalised involvement and role of these stakeholders in the different Conservatory's quality assurance processes and in particular as far as their participation in QA monitoring activities is concerned.

STANDARD 2 - PROGRAMME DESIGN AND APPROVAL [ESG2015 1.2 Design and approval of programmes] The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

The Conservatory’s educational offer is wide-ranging and well-structured: there are I and II level Diploma study programmes and post-diploma Master's degree in piano, masterclasses, propaedeutic courses, basic instrumental training workshops. The Conservatory’s offer also includes programmes in Electronic Music and New Technologies, Jazz, Music Education, ancient Music, Orchestral Conducting, as well as recent programmes such as the two-year programme in Baroque Singing, in line with the local demands and its students. The curricula of the programmes and the precise description of the expected learning outcomes show care and attention in the design of their educational offerings. However, the role of external stakeholders in defining the needs of the territory to which the Conservatory’s offer intends to respond and the employability results of the students does not clearly emerge. Similarly, the role of the student component in the design phases of the study programmes does not clearly emerge. Therefore, in this regard, it would seem useful to strengthen relations with the student representatives in the governing bodies in order to initiate constructive relations aimed at the active involvement of all the components concerned in the design of the teaching offer and in the monitoring of the employment outcomes of the Conservatory's students. With respect to this, it seems appropriate also to strengthen the outgoing orientation initiatives and the internship opportunities offered to students. Finally, one of the Conservatory’s strengths is its wide network of international relations and exchanges, which also allow it to keep abreast of innovative practices tested at foreign institutions.

STANDARD 3 - CONTINUOUS MONITORING AND PERIODIC REVIEW OF STUDY PROGRAMMES [ESG2015 1.9 On-going monitoring and periodic review of programmes] The institution systematically monitors and
periodically reviews its study programs to ensure that they achieve the established objectives and meet the needs of students and society. Any planned or undertaken actions resulting from the review should be communicated to all stakeholders.

The Conservatory of Trieste, considering the complexity of its educational offer, would need to better define, by formalising it in a specific organisational plan, the organisation of teaching and the allocation of spaces dedicated to students. Students have easy access to useful information on exam schedules, class timetables and deadlines. The Conservatory is also involved in the organisation of numerous artistic events, which enhance the artistic production of the students with experiences also in international contexts. With respect to this, the Conservatory does not appear to have defined in a completely clear way the project pathway linking the teaching and the performing and artistic research activities. The Evaluation Board, with which the Conservatory has a constant confrontation, is listened to regularly and the Conservatory takes into account the indications expressed by the NdV in the annual report to identify possible areas of improvement. Finally, the Conservatory has a series of reference figures and bodies to monitor internal management processes such as the figure of the Trust Advisor, the CUG (Comitato Unico di Garanzia), which assumes the main functions of the Equal Opportunities Committee (CPO) and the Joint Committee for the prevention of mobbing.

STANDARD 4 - STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT [ESG2015 1.3 Student-centred learning, teaching and assessment] The institution ensures that the programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this approach.

The Conservatory provides a Student Guide, in a trilingual version (Italian, Slovene and English) that is well structured and full of information on the organisation of the courses and the services offered. The "Studying at Tartini" section of the website is also well structured and an effective means of communication with students with a clear presentation of the services related to the right to study (e.g. psychological support service). Other activities directly related to students are for example "musical afternoons", student concerts and "multimedia production". The Conservatory provides flexible pathways for all working students (with part-time study plans) and for so-called "young talent" students, for whom the Conservatory prepares a specific individual training plan, taking into account age, double schooling, documented personal or family needs, technical level and theoretical knowledge, defining the subjects, the hours to be attended and compatible lesson times. The Conservatory ensures customised programmes for special needs students, which can be represented to the Didactic Desk and the Didactic Delegate. There are also financial concessions for students with special needs. The student, therefore, as also stated by the Conservatory, is at the centre of the didactic planning. However, the active participation of the students clearly emerges in the realisation phases of the numerous artistic production activities, while their involvement in the design phase of the artistic initiatives is less evident and should therefore be strengthened. Finally, the implementation of a service for managing and responding to complaints and grievances, currently managed by the Student Council, also through the creation of a Quality Presidium, represents a further area of potential improvement for the Conservatory.

STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION [ESG2015 1.4 Student admission, progression, recognition and certification] The institution applies predefined and public
regulations uniformly for all phases of the student’s "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

Admission policies, processes and criteria are defined in detail by the Conservatory in the Education Regulations (Art. 25). Admission skills are defined in the regulations of each course of study. In the case of foreign students, the Conservatory verifies, at the time of admission, the specific linguistic skills with respect to the Italian language. In the event of an even partially negative outcome of the verification, a training debt is attributed to them to be compensated with the obligation to attend the course "Italian language for foreigners", where activated, and the passing of the relative exams (Art. 33).

In the "studying at Tartini" section of the Conservatory's website, the access policies are quite clearly defined and easily accessible and the Diploma Supplement is automatically issued. With respect to the Conservatory's procedures for the recognition of qualifications and prior learning, the Conservatory has adopted the CIMEA Guidelines on the recognition of foreign qualifications in the AFAM sector and, through the presence of a delegate for Education, ensures compliance with the principles of the Lisbon Convention and the methodologies defined therein for the analysis of prior career and the recognition of qualifications already acquired.

STANDARD 6 - TEACHING [ESG2015 1.5 Teaching staff] The Institution to ascertain the competence of its teaching staff. The Institution adopts fair and transparent processes for the recruitment and updating of the teaching staff.

The Conservatory's staffing level appears to be adequate for its current size and educational offerings. It has increased the number of structured teachers in recent years (from 93 to 96 teachers), thus gradually limiting the use of contract teachers. In order to cover any non-curricular courses for which the necessary expertise cannot be found internally, the Conservatory may issue specific calls for experts with whom to enter into collaboration contracts, by means of selection and comparative procedures. An area for improvement is the clear definition of the criteria by which the applications are evaluated and the identification of the winning candidate by providing for the drafting of an adequate reasoned report of the selection made. With regard to training and refresher courses for its staff, the Conservatory has defined a Three-Year Training Plan dedicated to programming training activities for teaching and non-teaching staff, who may also benefit from staff mobility initiatives at foreign institutions. Finally, the Plan also provides for activities relating to research in AFAM, confirming the close connections between the Conservatory's wide variety of artistic production activities, its consolidated research activities and its extensive Third Mission activities.

STANDARD 7 LEARNING, STRUCTURAL AND STUDENT SUPPORT RESOURCES [ESG2015 1.6 Learning resources and student support] The Institute adequately finances learning and teaching activities, and ensure adequate availability of teaching resources and students support.

The Conservatory is a financially sound institution, with a good financial and administrative management, which benefits not only from state funding but also from regional funding mainly dedicated to teaching and remuneration for additional teaching hours, external teaching and masterclasses. The main accounting documents are also easily accessible on the Conservatory's website. The Conservatory, as can also be seen from student opinion surveys, can count on excellent and prestigious teachers, who are highly appreciated by
the students. Another point of excellence at the Conservatory is the high level of professionalism, solid skills and high motivation of the entire administrative staff and the Student Secretariat. A definite strength of the Conservatory is the number and quality of conventions and agreements with foreign institutions with which the institution boasts numerous and consolidated collaborations that have also led to the definition and offer of a joint degree.

The instrumental resources available to students are numerous and efficient. The spaces dedicated to classrooms and places for students to meet and socialise could be improved: however, it should be borne in mind that the Conservatory is located in a historical and prestigious building, which is subject to the constraints of the Fine Arts and is owned by the municipality. This limits the Conservatory's autonomy in redefining certain spaces and envisaging a different use and reorganisation. The Bibliomediateca, which is an important structure for the Conservatory, needs the presence of specialised staff in order to be fully usable; this problem seems to be being resolved, with the recruitment of a dedicated person.

STANDARD 8 - INFORMATION MANAGEMENT [ESG2015 1.7 Information management] The institution ensures the collection, analysis, and use of relevant information for the effective management of study programmes and other educational activities.

Any critical issues that emerge in the Conservatory are analysed by the Department, the Academic Council, the Board of Directors, the Management and the Evaluation Board, with the contribution of the Student Council. It appears that a Quality Committee has been set up, although not yet operational, which should mainly deal with the internal monitoring of QA processes. This activity, which is mainly carried out by the Supervisory Board, has room for improvement, through the definition of clear and measurable QA processes and the preparation of a responsibility matrix that indicates, for each process, the components of the institution that are responsible for it. Currently, the monitoring activity is carried out almost exclusively by the Evaluation Board, which guarantees an effective support to the Institution but needs the involvement of all the components of the Institution and the definition of a clear and shared system of monitoring indicators, for instance, concerning the students' careers. Although the Conservatory indeed states that these are constantly monitored and discussed by the academic bodies, the results of the monitoring actions are not explicit and accessible, e.g. through the institution's web pages.

STANDARD 9 - ACADEMIC INTEGRITY, TRANSPARENCY AND PUBLIC INFORMATION [ESG2015 1.8 Public information] The Institution adheres to high ethical standards in managing its activities and publishes clear, accurate, objective, up-to-date, and easily accessible information about its activities, including study programs. The information that the Conservatory provides to the public through its institutional website, which is currently being updated and implemented, is complete and exhaustive: information on admission, enrolment, attendance and other information on courses of study useful to students can be found, in Italian and English and often also in Slovenian, on the Conservatory's website. The information is well organised, complete, easy to find and clearly read. The quantity and quality of the information available on the artistic production and events promoted by the Conservatory within the territory and in collaboration with foreign partner institutions is remarkable. Finally, information on the newly established CUG, which takes over the main functions of the Equal Opportunities Committee (CPO) and the Joint Committee for the Prevention of Mobbing, is also
accessible on the site. There is also a Press Office. It seems appropriate for the Conservatory to equip itself with a plagiarism protection system to ensure compliance with the principles on combating fraud in education. Finally, an area for possible improvement is the activation of a service for receiving and handling complaints, which does not currently appear structured and accessible from the institutional website.

THE AGENCY’S FINAL RECOMMENDATIONS
The ANVUR Governing Council expresses its appreciation for the willingness shown by the Conservatory to participate in the pilot visit for the testing of the Standard Model for the QA of the AFAM system. The Conservatory is an institution with an appreciable overall artistic-didactic offer, which is wide-ranging and well-diversified, strongly rooted and appreciated in the territory, with important repercussions at a local level, but also with a strong international vocation, which finds expression and concreteness in the numerous collaborations with foreign institutions and in the many international projects in which the Conservatory actively participates.

On the basis of the Final Report of the CEV-AFAM transmitted at the end of December 2023, the Governing Board expresses an overall positive evaluation of the Quality Assurance processes present and/or started at the Conservatorio di Musica G. Tartini of Trieste. Within the framework of an overall positive assessment, the ANVUR Governing Council provides below a summary of the main recommendations for the continuous improvement of the Quality Assurance system.

In particular, it is recommended that the institution:

- **Consolidate its Quality Policy**
  - Improving communication flows between the various bodies involved in QA, especially in view of the forthcoming full operation of the newly established Quality Committee, also by scheduling regular meetings on QA in the governing bodies (standard S 1.4);
  - Involving internal and external stakeholders in a more structured manner (standard S 1.5);

- **Strengthen connections with the world of work and external stakeholders for the design of training activities**
  - Strengthening outgoing orientation initiatives by providing, already in the curricular pathway, internship activities currently concentrated in Erasmus traineeships (standard S2.10);
  - Implementing an effective monitoring of study courses and employment trends of Conservatory Alumni (standard S3.1);

- **Act on the accessibility and usability of services**
  - Improving the organisation and use of spaces through more precise teaching planning (standard S4.6);
  - Taking steps to adopt the ECTS (European Credit Transfer System) catalogue, in order to ensure transparency and effectiveness in the communication of training offerings (standard S4.10);

- **Improve QA monitoring activities**
  - Structure a QA monitoring system for the Conservatory (standard S8.1);

In conclusion, in view of the fact that the Quality Assurance of an education system in line with ESG standards is an ongoing process that cannot end with the publication of this Report, the ANVUR Governing Board asks to receive from the Conservatory a follow-up report containing a summary of the activities undertaken in
response to the final recommendations above, within two years from the present experiment, i.e. by September 2025.

Annex 1 – CEV AFAM Final Report
**Pilot Project “Quality Assurance in State AFAM Institutions”**

**State Conservatory of Music 'Giuseppe Tartini' of Trieste**

**CEV-AFAM FINAL REPORT**

### SELECTED STUDY PROGRAMMES

<table>
<thead>
<tr>
<th></th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DCPL15</td>
<td>Composition, Department of Theory and Analysis, Composition and Direction</td>
</tr>
<tr>
<td>2</td>
<td>DCPL27</td>
<td>Flute, Department of Wind Instruments</td>
</tr>
<tr>
<td>3</td>
<td>DCPL34</td>
<td>Electronic Music, Department of New Technologies and Musical Languages</td>
</tr>
<tr>
<td>4</td>
<td>DCPL54</td>
<td>Violin, Department of Bow and String Instruments</td>
</tr>
<tr>
<td>5</td>
<td>DCSL06</td>
<td>Singing, Department of Singing and Musical Theatre</td>
</tr>
<tr>
<td>6</td>
<td>DCSL21</td>
<td>Music Teaching, Department of Education</td>
</tr>
<tr>
<td>7</td>
<td>DCSL39</td>
<td>Piano, Department of Keyboard and Percussion Instruments</td>
</tr>
<tr>
<td>8</td>
<td>DCSL68</td>
<td>Ensamble Music, Chamber Music Department</td>
</tr>
</tbody>
</table>
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[ESG2015 1.8 Public information]
STANDARD 1 – Quality Assurance Policy

The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

S1.1 Reference Context

The Institution clearly identifies its reference context (local, national and international) and its main stakeholders (internal and external).

S1.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory "Tartini" of Trieste was founded in 1903, at the time of the greatest economic and cultural flowering of the city. Years in which Trieste, geographically located in the center of Central Europe, is still linked to the great Habsburg tradition and at the same time the protagonist of the new Italian literary season with authors such as Scipio Slataper, Italo Svevo, Umberto Saba. The alternating political events of the city have affected over time even those of the Institute, placing it on one side among the 13 Italian historical Conservatories, on the other as a natural "frontier institution".

On the basis of D.P.R. n. 132/2003, which gave the AFAM institutions statutory, regulatory and organizational autonomy, the Conservatory of Trieste has a Statute, approved in first measure by the M.I.U.R. with D.D. n. 26 of 21/1/2005 and subsequently amended until the current recent reformulation approved by the M.U.R. with D.D. n. 37 of 18/01/2023. Title I (General principles and activities of the Institution) clearly identifies the reference context as well as the aims of the Conservatory. It is the "primary seat of higher education, specialization and research in the music sector" and "contributes to the cultural, artistic and scientific development of the Nation and the Region of Friuli Venezia Giulia, of the international community and of all the communities present in the Province of Trieste". It therefore stands as a natural reference centre for higher musical education, a large territorial area straddling different geographical nations, making internationalization the focus of the entire activity of the institution. In this regard, it should be noted the consolidated collaboration of the Trieste Conservatory with the AEC (Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen) with which he participated in 2007 in a pilot project for the evaluation and accreditation of European higher education institutions in the field of music. In the same year, it hosted the national conference on Quality Assurance promoted by the Bologna Experts.

With the recent enlargement of the staff, finally, the Conservatory has activated a branch dedicated to the Slovenian community of the territory, providing itself with a bilingual administrative assistant.

By virtue of consolidated regional autonomy, the regional decentralisation body (EDR, which replaced the old autonomous province), continues to provide for the payment of utilities and regular maintenance of the building. Therefore, the presence in the autonomous region of Friuli Venezia Giulia constitutes in itself an added value, due to the specific characteristics of the legislation of the regions with special status.

The Tartini is now a medium-sized Conservatory, with 96 teachers and 20 units of non-teaching staff, with a complete training offer adapted to the needs of the territory.

Strengths:
- Complete and diversified educational offer in the field of music teaching.
- Great attention to internationalization processes, with particular regard to the Balkan area.
- Activation of a joint training course for the achievement of the second level academic diploma with the Academy of Novi Sad.
- Use of the most modern technological systems applied to music education, such as the LOLA system (low latency) that, using the GARR network and similar European networks allows the transmission of images and sound with a latency below the perceivable threshold.
- Constant participation in development networks (often leading) both in the artistic and scientific fields, such as the CEMAN network (Central European Music Academies Network), the INTERREG project "Tartini bis" of cross-border cooperation with Slovenia, the project of cultural and educational cooperation between Italy and Serbia, etc.
- Development of artistic production, thanks also to the presence of internal structured bodies (orchestra, choir, chamber ensembles) that allow a constant presence of the Institution in the territory, with over 150 productions in a year.
- Consolidated relationship with major external stakeholders (EDR, Municipality, University, Theatre) in relation to research activities and artistic production.
- Presence of a branch dedicated to the Slovenian community of the territory.
- During the visit the CEV met a large and prestigious representation of external stakeholders.

Areas for improvement:
- Stakeholders (internal and external) do not always seem to be clearly identified from the many and diverse activities of the Conservatory; their function is often linked to production activities. This observation is in contrast with what emerged from the on-site visit, where it was possible to see first-hand - as will be said later - the great attention paid to the Conservatory by the various public and private institutions.
- The various research programmes, although numerous and of high quality, do not always seem to form part of an overall plan of activities of the institution.
- The annual Study Manifesto is not present on the institutional website.
- The institutional site, for which the transfer of data from the old to the new site is still ongoing, although updated on the graphic level, is still very lacking in content and references. Some links are inactive and are difficult to find many acts such as the deliberations of C.A., conventions with institutions (present only in the old site), documentation on the joint title with Novi Sad, etc.
S1.2 Institutional Mission and Vision

The Institutional mission and vision are clearly reported in the strategic documents and are shared internally and with the public.

S1.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the institutional documents, the Mission and Vision of the Conservatory are well defined and constantly updated. The Statute, in fact, has been revised several times and amended in the current version by the Board of Directors in the session of 05/09/2022 (approved by the M.U.R. with D.D. n. 37 of 18/01/2023). All the documents highlight the strategic role of the institution not only in ensuring the different levels of musical training, but also the role of connection with the territory, "without sacrificing the international scope that the geographical position of Trieste imposes".

At the same time, there is a lack on the website of a document ("Who we are") describing the institutional mission and vision.

Strengths:
- Mission and vision well structured, legally and institutionally, within the Statute of autonomy.
- Widespread awareness within the Institution of the Conservatory’s international strategic role.
- Extensive network of international relations.

Areas for improvement:
- Institutional web site: it is desirable to activate specific pages dedicated to the Mission and Vision of the Conservatory that are easily identifiable by different internal and external stakeholders.
- Definition, within the Mission, of specific roles to be assigned to research and the third mission, not always focused in the official documents of the Conservatory.

S1.3 QA System Definition and Sharing

The Institution defines its own formal vision of the quality of teaching, research, artistic production and third mission(impact). The Institution has its own QA policy, that is made public.

S1.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Also at the urging of the NdV, the Tartini Conservatory has recently launched a path for the definition of a formal system of quality assurance. The Academic Council has in fact deliberated (Resolution No. 13/2023) the establishment of a Committee for the quality which will be responsible for the definition of processes and result indicators, according to the quality policies decided by the Academic Council. This document specifies the composition of this new body: a President (the Director or his delegate); two teachers identified by the Academic Council; two students; external representatives; a member of the NdV in office.

At the same time, the Academic Council also approved specific guidelines for Quality Policies (C.A. n. 183 of 24 July 2023 - point 6).

In the document, during the first application and in any case until the adoption of a specific regulation, the Quality Committee is assigned the task of developing and implementing the implementation of a QA policy,
periodically verifying its effectiveness. It should be noted that this responsibility is the responsibility of the C.A. that approves it through a specific resolution of address.

**Strengths**
- Establishment of a Quality Committee with all internal and external components represented.
- Adoption of Quality Policy Guidelines.

**Areas for improvement:**
- A specific document of the Academic Council is missing that outlines the general lines of the Institute’s Quality Policy and the objectives for quality for the academic year.
- The Conservatory recently decided on the establishment of the Quality Committee. This body, as ascertained during the visit, is established but is not yet operational.
- The Guidelines are deliberate but have not yet been implemented.
- The establishment of a liability matrix in relation to QA is recommended.

### S1.4 QA System and Strategic Planning

The quality policy is implemented into a concrete, effective, and sustainable strategic plan in which the various academic components, including students, are given an active and participatory role at all levels.

### S1.4 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**
The discussion on the strategic role of a well-defined quality assurance policy has just begun, as demonstrated by recent acts relating to the establishment of a specific Committee and the adoption of Quality Guidelines. In the intentions of the Conservatory, "the quality policies adopted by the Academic Council shall provide the Quality Committee with the guidelines on which to develop an action plan for the implementation of which the involvement of departments and students is envisaged, in addition to the statutory bodies, both during the identification of the objectives and during the verification of the same. The composition of the Committee shall ensure that it is as representative as possible."

**Strengths:**
- Establishment of a Quality Committee with all internal and external components represented.
- Adoption of Quality Policy Guidelines.

**Areas for improvement:**
- It is desirable that what has been declared by the Conservatory is applied in a specific strategic plan for quality assurance that, starting from the C.A. be proposed by the newly established Quality Committee in close cooperation with the NdV and the various departments, and ratified by the management bodies of the institution. It highlights how this document, in addition to defining the points of attention and the aims of the Conservatory, should include specific actions aimed at meeting the needs and expectations of students and other stakeholders mentioned.
- Improvement of communication flows between the various Bodies involved in QA also through the planning of regular meetings of discussion on QA in government bodies.
S1.5 Structures, Organizations and Dedicated Personnel

Quality is developed and implemented through an internal organization (structures, bodies, and personnel with specific responsibilities) that manages its implementation and periodically verifies the effectiveness of the procedures.

S1.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

As confirmed by the Conservatory, "currently the only body responsible for evaluating the Tartini Conservatory is the Evaluation Group. The Institute’s Quality Committee has recently been set up and is expected to be set up in the near future, as well as being the backbone of the quality assurance system, identify the phases of the evaluation cycles and their responsibilities."

In the Resolution establishing the Quality Committee (n. 13/2023 of the C.A.) the following functions are specified:

a) Preparation of Guidelines, as indicated by ANVUR, for the start-up and operation of the AQ system and its implementation;
b) Preparation of Guidelines regarding the modalities of interaction and the competences of the components involved in the QA system, with particular reference to the involvement of the departmental structure;
c) Identification of homogeneous indicators for periodic evaluations and analyses;
d) Preparation of standard models to ensure uniformity in the working methodology;
e) Organisation of communication and training initiatives addressed to the members of the Conservatory involved in the QA system.

It is therefore up to the Committee to develop and implement the implementation of a QA policy in the first institution, and in any case until the adoption of a specific regulation, and periodically to verify its effectiveness.

The comparison during the on-site visit showed, moreover, that the current NdV - which is to be applauded for its excellent work over the years - has come to an end and needs to be renewed.

Strengths:
- Establishment of a specific Quality Assurance Committee, in which the various components are appropriately represented.

Areas for improvement:
- The Committee mentioned above has only just been set up and has not yet been fully operational. It follows that, to date, the only reference for the adoption of QA policies remains the NdV.
- It would be useful to provide internal and external stakeholders with a summary version of the NdV reports, for greater involvement of all components.

S1.6 Departments, Degree Programmes, involved Faculty Staff and Students

The responsibility for quality assurance involves departments (or other organizational or institutional management structures), degree programs, individual professors, and students.

S1.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Pending the start of the activities of the constituent Quality Committee, there is no direct participation in the quality assurance processes of the eight Departments currently active, or other institutional bodies. The responsibility for QA lies with the Academic Council, the Board of Directors and the Board of Directors, after consulting the students.
Nevertheless, it is evident that the acquired awareness of the strategic role of a concrete QA policy is pushing the Conservatory towards a profound redefinition of the various regulations of the Institute. In this perspective, it is announced an integration of the specific attributions in the Departments related to the QA system, with particular regard to the monitoring of courses of study and the proposal of new courses. Finally, it is noted that the decision to set up the Quality Committee, while on the one hand it defines the representation of the various internal and external components, on the other hand it does not specify the roles assigned to each of them or the modalities of verification of the different steps of the QA process. During the on-site visit, moreover, it emerged that the Conservatory is already carrying out an overall reorganization of the Departments, precisely in function of a better overall quality assurance. The new Regulation has obtained the favourable opinion of the College of Professors and will shortly be approved by the C.A.

**Strengths:**
- In a phase of starting quality assurance processes, it is already a strong point to become aware of the strategic role that these policies must have in the overall organization of the institution.

**Areas for improvement:**
- Definition of the roles assigned to the individual organizational components of the AQ process of the Conservatory: Departments, Schools, dedicated staff, Student Consultation, etc.
- Periodic verification of the work done by the individual components in the application phases of the QA process.

**S1.7 Stakeholders’ Involvement**
The involvement of external stakeholders in quality assurance is ensured.

**S1.7 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The Trieste Conservatory has a wide range of agreements signed with other Conservatories, Public and Private Entities operating both locally and internationally. These activities, even in the absence of specific policy and strategic guidelines, are concretized both in the field of education and production, research and the third mission. Compared to quality assurance, however, the different stakeholders are not involved in any way in the different stages of monitoring the activities produced. The only form of involvement is that relating to compulsory financial checks imposed by public bodies in the case of economic subsidy of the activities.

In some cases of joint production, joint bodies are provided to ensure that the bodies involved monitor the quality of the product.

During the on-site visit it was possible to speak directly with the heads of the major public and private external stakeholders (Municipality, Region, Teatro Verdi, Associazione dei Concerti, Teatro di Monfalcone, Museo Schmidl) It found great attention towards the Conservatory and willingness to engage in an effective dialogue for a more organic and concrete collaboration between the parties. It emerged, in fact, the need for a more organic strategic and programmatic vision of common actions, on which the commitment of all to a more effective collaboration was collected.

**Strengths:**
Wide network of collaborations in the field of production, research and third mission activities.

**Areas for improvement:**
- More precise definition and identification of external stakeholders of the institution.
- Evaluation of specific interests in relation to the training, research, production and management activities
of the Conservatory.
- Direct involvement of external stakeholders in the different stages of quality assurance processes. Also with regard to the use of other sources of funding, it is worth noting the opportunity to implement appropriate fundraising strategies according to the principles of planning, monitoring and reporting typical of QA.

**S1.8 Monitoring of QA Effectiveness**

The structures responsible for quality assurance systematically monitor the effectiveness of the quality assurance system, identify any issues within their scope of responsibility, propose concrete and achievable improvement actions, and adequately verify their effectiveness.

**S1.8 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

A concrete process of monitoring the effectiveness of QA presupposes the definition of reference figures both in the administrative and educational field, with the direct involvement of all the components present in the institution. We refer, therefore, to the establishment of the announced Quality Committee for the identification of these figures, as well as for the definition of "measurable processes" to be implemented for an objective evaluation of the actions taken and their results. The only monitoring currently available (offered for the evaluation of the management bodies of the Conservatory) is the report of the Evaluation Team in the part of competence relating to the "Evaluation of the quality assurance system".

**Strengths:**

As a consequence of the peculiarity of individual teaching, availability of the teaching staff and the Management to evaluate any critical issues without recourse to formal tools.

**Areas for improvement:**

Conscious adoption at all levels of the Deming PDCA (Plan-Do-Check-Act) cycle to ensure effective quality assurance.

**S1.9 Use of QA monitoring results**

The monitoring results are systematically and thoroughly analysed, involving the various components of the academic community, to achieve the improvement of the governance and quality assurance system.

**S1.9 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

As already mentioned, any critical issues that emerge in the life of the Institute are currently analyzed in the Department, Academic Council, Board of Directors, Management and Evaluation Core, with the timely contribution of the Student Council. The acquisition of a quality assurance policy and the subsequent establishment of the Quality Assurance Committee should encourage a more structured QA process which, based on measurable processes, can be translated into concrete organizational behaviours aimed at the continuous improvement of academic training.

**Strengths:**

- Establishment of a Quality Assurance Committee for monitoring activities to involve all members of the Conservatory in quality improvement actions.
**Areas for improvement:**

- The results of the work of the NdV, already available on the institutional website, should be discussed with the various internal and external stakeholders of the Conservatory.

- Adoption of a summary version of the NdV Reports for internal and external stakeholders to facilitate the dissemination of results.

- Adoption of the virtuous circle PDCA (Plan-Do-Check-Act: Plan-Do-Check-Act).
STANDARD 2 – Programme Design and Approval

[ESG2015 1.2 Design and approval of programmes]

The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

S2.1 STUDY PROGRAMME DESIGN PROCESSES

The institution has processes for designing its study programmes that involve: Defining general objectives that are consistent with the institutional strategy. Identifying explicit expected learning outcomes that take into account the various aspects outlined in the Dublin Descriptors.

S2.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

All study programs currently active at the Tartini Conservatory are structured in full compliance with the regulations outlined in the Regulation for the definition of didactic systems pursuant to D.P.R. 8 July 2005, no. 212, the SADs provided for by D.M. 90/2009 (and subsequent amendments for modifications), and with the didactic regulation pursuant to art. 3, paragraph 1, letter a) of D.P.R. 28/02/2003 no. 132 (deliberated by the Academic Council in the meeting of 19 November 2010 and approved by MIUR-AFAM with directorial decree no. 276 of 17 December 2010).

Each study program also includes its specific regulations specifying:

i. Titles and knowledge required for admission
ii. Admission program
iii. Criteria for the attribution of any credits or training debts
iv. Objectives of the course
v. Final exam
vi. Occupational perspectives
vii. Requirements for obtaining the title
viii. Access to further studies.

Each study program’s regulation describes the expected learning outcomes, in line with the Dublin Descriptors. The program regulation is attached to the course regulations, including various training activities (distributed in basic, characterizing, integrative, and related areas) with all relevant details (disciplinary area, sector code, SAD, type of lesson, credits, etc.).

Currently, programs are offered for obtaining Academic Diplomas of I and II levels and Post-Diploma Master’s in piano. The academic offer is complemented by master classes, propaedeutic courses, and basic instrumental training laboratories.

In the self-assessment form, the Conservatory does not address the general objectives of the design of study programs and learning outcomes specifically but refers to significant collaborations that continuously update the study programs in comparison with international educational and production realities.

Strengths:

- Comprehensive and well-structured academic offer.
- Clear and transparent presentation of courses and learning objectives on the institutional website (in line with the Dublin Descriptors).
Areas for Improvement:

- Define, in collaboration with the Quality Committee, a structured path for the design of new courses, in line with institutional strategy.
- Issuance of guidelines for the design of study programs.
- Implementation of the ECTS Catalog to ensure a shared international standard.

S2.2 REASONS FOR THE ACTIVATION OF THE STUDY PROGRAMME

The institution clearly and in detail justifies the establishment of each new study programme.

S2.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The training offer, already complete, offers few extension spaces for new courses. Currently there are also active courses of ME and NT (electronic music and new technologies), Jazz, Teaching of music, Early music, Conducting. The most recent courses, such as the two-year Canto Barocco, arise from the need to give continuity to existing courses, always in line with the demands of the territory and student users.

The self-assessment form sets out briefly the procedure for the activation of new courses and the annexes document the various formal steps required.

Strengths:

- Attention to requests from the local area in determining activation choices, also in relation to the artistic-musical market and the variety of possible job opportunities.

Areas for Improvement:

- Structure the processes of designing new courses, starting with a more analytical investigation of the territory's needs (identifying needs, evaluating possible employability, etc.), also through direct consultation with external stakeholders.
- Document and verify the employability results of courses (and publicize Alumni careers).

S2.3 DEFINITION OF THE QUALIFICATION

The institution defines, during the design/approval phase, the title awarded upon completion of each degree programme, referring to the corresponding level established by Law 508 of 1999, as well as to the National Framework of Higher Education Qualifications (and consequently to the Framework of Qualifications of the European Higher Education Area), and correctly indicates it in the Diploma Supplement and on the institution's website.

S2.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

As mentioned earlier, the study programs at the Conservatory of Trieste are designed based on current regulations. Consequently, all study titles are consistent with the corresponding levels specified in Law 508 of 1999, as well as the National Framework of Higher Education Qualifications (and consequently the Framework of Qualifications of the European Higher Education Area):
• Academic Diploma of I level (EQF6)
• Academic Diploma of II level (EQF7)
• Second-level Master (EQF8)

The achieved level is correctly reported in the Diploma Supplement (issued to the student at the end of the study program) and on the institution’s website.

Strengths:
- Punctual adherence to the Framework of Italian Qualifications.
- The Trieste Conservatory was among the first higher education institutions to obtain the European Label for the Diploma Supplement (2009-2013).

Areas for Improvement:
- Examples of the Diploma Supplement can only be found on the old, now-disused website. It is recommended to include updated models in the “Studying at Tartini” section, among the information on study titles provided to students.

S2.4 INTERNAL PROCEDURES FOR APPROVAL OF DEGREE PROGRAMME

The institution defines and communicates to the different academic components involved the internal procedures for the proposal and internal approval of the activation or modification of study programmes.

S2.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The proposal and internal approval of the activation or modification of study programs are linked to an institutional process that precedes the submission to the Ministry for obtaining the relevant opinions and authorizations.

The request, formulated by the Director at the request of the interested Course Council, is examined by various bodies: the relevant Department, the Academic Council, and the Board of Directors.

Strengths:
Clear and correct institutional process in the activation of new programmes.

Areas for Improvement:
- Define the phases of designing and internally approving new courses (also in collaboration with various internal and external stakeholders).
- More active participation of the Student Council in the design phases of new courses. Currently, such participation is limited to various members within individual institutional bodies (Academic Council, Board of Directors, etc.).
S2.5 STUDENTS AND STAKEHOLDERS INVOLVEMENT

The study programmes are designed involving students as well (both through their representatives in the relevant bodies and through the examination of the results of opinion surveys) and other internal and external stakeholders.

S2.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory emphasizes that the student component is involved in the design processes of new study programs through the participation of internal students in various institutional bodies such as the Department, Academic Council, and Board of Directors. The Student Council is particularly active and meets regularly (11 meetings per year), as confirmed by President Bosich and Vice President Borsatti during the on-site visit. That said, given the centrality of students in defining any institutional strategy, student participation in the design phases of study programs appears limited (if not absent). Useful support could come from the analysis of student questionnaires and their evaluations expressed in the annual NdV report. However, the criteria for returning such data are not clear from the attached documentation. Also, from the on-site visit, there was no evidence of activity in returning the NdV report, which is punctual and well-structured, as well as the analysis of the results of student questionnaires. The involvement of external stakeholders is almost exclusively limited to artistic production. Consequently, there are no actions highlighting their involvement in the design and analysis phases of the training offer.

Strengths:

Activities shared by relevant bodies with the involvement of Departments.

Areas for improvement:

- Establish a constant relationship between management bodies and the Student Council.
- Design new strategies for the dissemination and collection of student questionnaires.
- Return of collected data, also through the contribution of the Student Council.
- Actively involve various stakeholders in the design phases of the teaching offer.

S2.6 COMPARISON WITH NATIONAL AND INTERNATIONAL EXPERIENCES

The study programmes are designed taking into account national and international experiences and best practices, or other external references.

S2.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Currently, the design processes of study programs are conditioned by adherence to parameters specified by current regulations. Autonomy spaces are relatively restricted, making it difficult for any institution to relate to experiences and good practices from similar organizations, especially foreign ones.

Nevertheless, the Trieste Conservatory, which has always focused on internationalization to qualify its offer, is open to dialogue and attentive to the rapid cultural and social changes of our time. The dense network of international relations also allows staying updated on good practices experimented by other European institutions, disseminated in various public events, such as AEC meetings of Erasmus coordinators and directors of higher education institutions, to which the Conservatory is consistently present.
Strengths:
- Particularly high number of international students.
- Among the best institutions for the number of Erasmus exchanges.
- Collaboration with international organizations such as INCE or CEMAN.
- Activation of various INTERREG projects with foreign partners.
- Presence of a joint degree with the Academy of Novi Sad.

Areas for improvement:
- Publication of the ECTS catalog would give additional momentum and visibility to the valuable initiatives of the Conservatory.
- Some information is not easily accessible on the website (e.g., those related to the joint degree with Novi Sad).

S2.7 GENERAL AND SPECIFIC OBJECTIVES
The study programs are designed to reflect the general and specific objectives of higher education, as indicated in the Council of Europe's Recommendation Rec(2007)6 on the public responsibility for higher education and research.

S2.7 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The teaching offer is consistent with the recommendations of the Committee of Ministers on Public Responsibility for Higher Education and Research of the Council of Europe. The programs are designed in line with the study cycles specified by Law 508/99: Academic Diploma courses of the first level (for obtaining the Academic Diploma of I level); Academic Diploma courses of the second level (for obtaining the Academic Diploma of II level), and Master's. Currently, there are no courses related to the third cycle.
An important role is given – in the specificity of musical education – by basic and propaedeutic courses to prepare for entry levels to academic courses.

Strengths:
Coherence of study programs with current regulations.

Areas for improvement:
- Periodic review of programs to verify the achievement of defined educational objectives and the acquisition of related competencies by students.
- Consultations with external stakeholders and involvement of Alumni in designing study programs and for the effective verification of training results in the job market.

S2.8 PROGRESSION IN STUDIES AND ACCESS TO THE WORLD OF WORK
Study programme are designed to facilitate a smooth progression for students, either in their academic pursuits (advancement to higher levels) or towards the world of work.

S2.8 FINAL EVALUATION OF THE CEV-AFAM
General remarks

As mentioned earlier, the study programs activated at the Trieste Conservatory, in line with current regulations, are designed to ensure, at the end of the course, the achievement of educational objectives that allow students to continue to more advanced levels and access to public competitions. The Conservatory's training is professionalizing and aims to prepare students for careers in the field of music, both in educational and performance contexts. The articulation of study programs should favor the broadest possible preparation, taking into account the needs of a job market that is continually and constantly transforming. In addition to practical disciplines, linked to the practice of execution, these are also accompanied by others intended to expand the student's knowledge in the historical, pedagogical and cultural fields. Nevertheless, the acquisition of executive and interpretive skills in the musical field, in line with a centuries-old Italian tradition, continues to be the privileged object of higher musical education.

Strengths:
Clarity of the educational objectives of the courses of study.

Areas for improvement:
- It is recommended that greater attention be paid to the needs of the territory, including through sector studies that highlight employment trends in music and take into account trends in the world of work.
- Consequently, it is recommended to implement and make public specific exit guidance policies for graduates.

S2.9 DEFINITION OF THE WORKLOADS

The study programs are designed by defining the expected workload for students in ECTS credits (hours, mandatory attendance requirement of 80% as stipulated by regulations, teaching delivery methods, etc.), and their proper implementation is verified during the monitoring phase.

S2.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The programmes currently available are structured according to ministerial and ECTS guidelines. Consequently the workloads are calculated in relation to the ranges provided by the Ministerial Decree (D.M.). The regulations of the study programmes specify the methods of carrying out each educational activity, indicating the obligations of attendance and ensuring at the same time students admitted pursuant to art. 12 paragraph 4 of DPR 212/2005, the simultaneous attendance to education and training courses of upper secondary school.

Strengths:
- The constraints determined by the Ministerial Decree make it possible to appropriately quantify workloads, distributing them among the areas of competence and individual teaching.
- The Conservatory has consolidated and effective procedures for the management of the teaching offer.

Areas for improvement:
Structuring a monitoring phase (through the use of the PDCA circle) to verify the correct application of workloads in the administration of programmes and the evaluation of their effectiveness.

S2.10 INTEGRATION OF INTERNSHIPS IN STUDY PROGRAMME PATHS

The study programmes are designed to include structured internship opportunities, where appropriate, in order to promote the integration of professional skills necessary for entering the world of work.
S2.10 FINAL EVALUATION OF THE CEV-AFAM

General remarks
At present, there are no curricular internships except in the Master of II level of piano. At the same time, some agreements with local symphonic/lyrical organizations provide for the possibility for students of Tartini to take advantage of internship periods within the production activities of the organizations involved. However, it is not clear from the documentation submitted whether these agreements are actually active.
Always in a logic of active internationalization, the Conservatory has used in the past mobility SMP (Student Mobility for Placement/Traineeship) offered by the National Agency Indire, thanks to which it was possible, for some students, start their artistic career abroad.

Strengths:
- Network of conventions with symphonic and lyrical institutions of the territory (theatres of Trieste and Udine).
- Good ability to intercept projects that allow opportunities for internship abroad of its students.
- Active internship in the Master of Second Level of Piano, as confirmed by the Master M supervisor and contact person. Luca Trabucco.

Areas for improvement:
- It is recommended to activate already within the curricular paths, starting from the analysis of training needs, surveys on the artistic labor market, structured interviews with employers, a monitoring of their employability.
- References to conventions with local authorities are only found in the old site. It is recommended to update the new, also with a specific space dedicated to internship opportunities.
- Outgoing guidance initiatives seem to be limited to open competitions and do not emerge from the data traineeship activities except for Erasmus traineeships.
S3.1 DEGREE PROGRAMME MONITORING POLICIES
The institution defines and implements concrete actions for systematic monitoring and periodic updating of study programmes, involving both internal and external stakeholders, particularly students.

S3.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The activity of monitoring the study programmes of the Conservatory is now mainly entrusted to teachers who, having a constant and direct relationship with their students, have the opportunity to verify on the field the achievement of the planned educational objectives. An important role is also entrusted to the Student Council, as a representative body of the student component. Highlighted any critical issues, these are reported to the Academic Council that - heard the Councils of Department and Schools - has the task of intervening by making the necessary updates to the individual study plans to be submitted to the next ministerial approval.

Strengths
Active role of teachers in monitoring various phases of educational activities.

Areas for Improvement:
- Implement periodic monitoring of courses to align the educational offering with territorial demands, the number of students enrolled, the Conservatory's growth opportunities, and the potential to diversify the educational offering based on the regional context.
- Conduct a detailed analysis of data from student questionnaires for direct feedback on user needs, also in collaboration with the NdV.

S3.2 DELIVERY AND TEACHING METHODS
The institution regularly evaluates the delivery methods of study programmes and teaching methods, and undertakes their potential revision.

S3.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The Conservatory uses the ISIDATA electronic register to monitor course delivery. The institution states “it evaluates the delivery methods and intervenes if the overall median results of students are unsatisfactory”. However, specific information about evaluation criteria and intervention methods is lacking. The attached circular (circular n. 12/2022/23) mainly concerns the total hours of individual teachers rather than delivery methods or teaching techniques.

There is also no specific organizational plan for the use of spaces in relation to the organization of teaching. Finally, there is no news of the three-year reports of the professors and of the individual study plans. The Conservatory makes known to students
the calendar of exams and final exams at least seven days in advance, by publishing a notice in a specific section of the institutional site.

**Strengths**
Clarity of instructions regarding badge and register usage.

**Areas for improvement:**
- It is suggested to provide for the collection of the three-year reports of teachers (pursuant to art. 22 of the CCNL AFAM of 16/02/2005) and the publication of the study plans of the individual disciplines.
- It is suggested a more punctual survey of the study programmes and the final exams, to make the various courses of study more homogeneous.
- Given the complexity of the current training offer, it is appropriate to draw up a specific organizational plan for the use of spaces in relation to the organization of teaching, lesson schedules and academic calendar published at the beginning of the year.

### S3.3 COMMUNICATION OF ANY REVISIONS TO STAKEHOLDERS

The institution ensures that all relevant stakeholders are informed about the actions taken in study programme revisions.

### S3.3 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**
The institutional website is periodically updated with information on courses undergoing revision, but this communication occurs after the revision phases. Actions taken and the revision methods themselves are not documented.

**Strengths:**
No particular strengths identified.

**Areas for improvement:**
Revision of study programs is a direct result of constant monitoring, data analysis, and the development of new programmatic guidelines. Therefore, there is a suggestion for a deep reflection on these topics and greater commitment to implementing monitoring and analysis phases in collaboration with the Evaluation Unit and various Conservatory management bodies.

### S3.4 CONSISTENCY BETWEEN TEACHING, RESEARCH, AND ARTISTIC PRODUCTION

The institution monitors and evaluates the connection and consistency between the teaching activities, research, and artistic production (e.g., concerts, exhibitions, performances, seminars) of the study programmes.

### S3.4 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**
Music production is an integral part of the Institution’s activity. With reference to this academic year, the Conservatory reports that it has organized more than 150 artistic events with the direct involvement of students and teachers. The performative experience is the final point of the study work addressed during the year, initiating the student to executive practice. Artistic production, of good quality, is certainly one of the strengths of the institution. The entire activity is coordinated by two lecturers, one for the ordinary artistic production (Prof. Luca Trabucco) and the other for the extraordinary and international one (Prof. Andrea Amendola).
The critical point is the absence of a project that emphasizes the coherence between teaching, research and artistic production. In particular, it highlights how the field of research, while fundamental among the institutional purposes, is in fact still absent from the educational project of the Conservatory.

**Strengths:**
- Full-bodied and varied production activities connected with teaching.
- Rich offer of master classes with external teachers.
- Close collaboration with local institutions, as confirmed by the stakeholders met during the visit: Rosolen (Regional Councillor), Tognolli (City Councillor), Ferrara (Units), Rodda (Teatro Verdi), Lugnani (Società concerti Ts), Florit (Chamber Music Ts), Bianchi (Schmidl Ts Museum), Belli (New Orch. Ferruccio Busoni).

**Areas for improvement:**
- Analyze the coherence and effectiveness of these activities concerning teaching: without underestimating the high standards that already today the Conservatory is able to guarantee in music production, it highlights the need to relate always and in any case the activity of production (and research) to the teaching.
- Offer students opportunities for personal growth in organizational and communicative aspects related to artistic production (performance management).
- Identify a delegate for research, similar to those designated for artistic production.

### S3.5 RECEPTION OF THE EVALUATION FROM THE BOARD AND OTHER BODIES
The institution analyses and incorporates the results of the evaluation activities carried out by the Evaluation Board and any other bodies established within its autonomy (e.g., Joint Teaching Staff-Student Committee, Quality Committee).

### S3.5 FINAL EVALUATION OF THE CEV-AFAM
**General remarks**
The Institution, within its autonomy, has provided itself with a series of figures and reference bodies to monitor internal management processes. The figure of the Confidence Counselor is particularly significant, in accordance with Recommendation 92/131/EEC of 27 November 1991 on the protection of the dignity of women and men at work, with the task of "to provide listening, counselling and support to teaching and ATA staff, students, individuals or groups, who feel discomfort and/or malaise due to the environment of the Conservatory, identifying personal and organizational solutions to overcome the uncomfortable situation". Another body is the CUG (Single Guarantee Committee), which assumes the main functions of the Committee for Equal Opportunities (CPO) and the Joint Committee for the Prevention of Bullying.

These bodies are joined by the Quality Committee of the most recent institution.

The Evaluation Group, the statutory body, has the role of performing internal quality assurance functions in relation to the processes of improving the definition of the objectives and results of the institution. From its annual report, the Conservatory draws the most critical points by directing, to the extent possible, the interventions to be implemented. This is the case of the soundproofing and air conditioning of the third floor of the institutional headquarters that will be realized, with the intervention of the EDR, just on the signal of the NdV.

**Strengths:**
- Availability of several bodies established based on statutory autonomy. (Confidence Counselor, CUG- Single Guarantee Committee, Quality Committee).
Areas for improvement:
- Strengthen constant communication with the Evaluation Board, which, through the analysis of critical issues and subsequent follow-up, can genuinely serve as a tool for internal quality assurance.
- Additionally, it is suggested to share the results of the Evaluation Board’ activities with all management bodies.
STANDARD 4 – Student-Centred Learning, Teaching, and Assessment
[ESG2015 1.3 Student-centred learning, teaching and assessment]

The institution ensures that the study programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this

PLANNING AND DELIVERY OF STUDY PROGRAMMES - STEPS

S4.1 FLEXIBILITY AND RESPECT FOR STUDENTS' SPECIFIC NEEDS

The institution allows flexible learning pathways, respecting the diversity and specific needs of students.

S4.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Study programmes delivery primarily follows a standard format. The Department of Teaching provides remote (online) lessons for working students, albeit significantly less than the total hours.

Flexible pathways are planned for all working students (part-time study plans) and for students admitted under Article 12, paragraph 4 of DPR 212/2005, ensuring simultaneous attendance at upper secondary school courses.

Special attention is given to "young talents," for whom the Conservatory prepares a specific individual training plan, taking into account age, dual schooling, documented personal or family needs, technical level, and theoretical knowledge, defining compatible lesson schedules. However, no specific paths are defined for students with physical disabilities and learning disorders (DSA) or students with special educational needs (BES), in accordance with the Ministerial Directive of 27.12.2012.

Strengths:
- Part-time study plans for working students.
- Personalized study plans for "young talents."
- A well-elaborated student guide with numerous references to documents for students in Italian, English, and Slovenian.

Areas for improvement:
- It is recommended to establish a support service for the definition of specific study plans for students with physical disabilities and DSA or students with BES, in compliance with the Ministerial Directive of 27.12.2012.
- It is suggested to monitor enrolled students in terms of attendance needs (origin, working students, students with disabilities, high school students) for a thoughtful reflection on the flexibility of educational offerings and delivery.
- It is recommended to integrate information on the institutional website with details on schedules and classrooms, course administration, and exam periods.
- A better structure of the institutional website is recommended: currently, there is some difficulty in finding various documents such as the Statute, various Regulations, the Academic Calendar, Board resolutions, etc.
S4.2 STUDENTS’ INVOLVEMENT
The institution involves students in the planning and implementation of artistic production and research activities included in the study programmes, ensuring their personal development and freedom of expression.

S4.2 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The substantial number of artistic productions implemented by the Conservatory throughout the year presupposes direct and constant involvement of students in their realization. In addition to solo and chamber concerts where selected students have the opportunity to interact with the audience on the studied programs, major productions offer students significant opportunities for expression. In the survey year, two operatic works were produced (Dido and Aeneas by H. Purcell and Bluebeard's Castle by B. Bartok), staged at the Teatro Verdi in Muggia and later reprised for the Mittelfest in Cividale del Friuli, Novi Sad in Serbia, and Belgrade. These productions also involved collaboration with the Conservatory of Venice, the Academy of Fine Arts of Venice, and the Academies of Belgrade and Novi Sad. A good example of synergy between Schools (Conducting, Singing, Scenic Art, Piano Accompaniment) and different institutions in a broad cultural project. While student involvement is fully positive in the implementation phase, their contribution in the planning phase is less evident, at least as highlighted in the attached documentation.

Strengths:
- Rich artistic production with direct student involvement.
- Network of collaborations at both national and international levels for the circulation of artistic productions.
- Close collaboration with the local community for the presentation of their productions.

Areas for improvement:
- It is recommended to involve student representatives more in the planning phases of artistic production and research activities outlined in study programs, for a more organic educational offering focused on the real needs of students. There is a need to move beyond occasional discussions and channel them into a constant and structured collaboration between the various governing bodies of the institution and the student body.
- It is recommended to explicitly state the selection methods for students involved in artistic production.

METHODS AND INSTRUMENTS
S4.3 STUDENT-CENTEREDNESS
The institution promotes student-centred teaching and learning approaches.

S4.3 FINAL EVALUATION OF THE CEV-AFAM
General remarks
Consistent with the provisions of Law 508/99, the institution declares to prioritize the student in all its objectives and consequently to promote teaching completely centered on the needs and educational objectives that enhance the technical/musical/personal development and growth of the student, facilitating their entry into the workforce. However, nothing is mentioned about the concrete implementation of such policies and the actions that the Conservatory intends to take to promote student-centered teaching. It is noted that the active participation of students in all institutional bodies significantly aids this process.
Strengths:
- Availability of a well-structured Student Guide with rich information on course organization and offered services (the guide is presented in trilingual Italian, Slovenian, and English).
- The "Studying at Tartini" section of the website is well-structured and an effective means of communication with students. The presentation of services related to the right to study, Wi-Fi, institutional email, psychological support service is very clear, contributing to a good learning environment.

Areas for improvement:
- The Conservatory recognizes a concrete desire to build a didactic project really focused on the student, but this does not involve a direct involvement of the student component in the design phases of the educational offer. It is therefore recommended a greater participation of the Student Council in the different phases of institutional life.
- It is recommended to activate a relationship with former students (Alumni), especially to promote the employability of graduates.

**S4.4 VARIETY OF METHODS AND INSTRUMENTS**
The institution employs a variety of flexible teaching methods and tools tailored to the specific needs of different types of students.

**S4.4 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The institution declares that "each teacher in full respect of their teaching autonomy and the study plans of the Conservatory uses different teaching methods that can enhance the specificity of each student in order to enhance his or her technical/musical/human personality." It is also highlighted how the teaching activity is articulated on flexible teaching methods and tools, modulated to the specific needs of the different types of students and lessons (frontal, collective, group). However, it was not possible to view the individual study programmes, nor did it appear that the three-year reports of the teachers had been presented.

**Strengths:**
Declared enhancement of the individuality of students.

**Areas for improvement:**
- It is recommended to collect and publish on the institutional website the different study programmes of the individual teachers.
- It is recommended to collect the reports of the professors on the artistic and educational work carried out in the last three years pursuant to art. 22 of the CCNL - AFAM.
- Please note the opportunity to dedicate a specific section of the site to the presentation of teaching methods and tools for certain categories of students (e.g. DSA).

**S4.5 UPDATING OF TEACHING METHODOLOGIES.**
The institution encourages continuous updating of teaching methodologies.

**S4.5 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The high level of internationalization of the Conservatory offers students and teachers the opportunity to compare themselves
with the different teaching methodologies used in the partner institutions. An even more profitable comparison on the occasion of the numerous masterclasses organized by Tartini with the participation of experienced musicians.

**Strengths:**
- Large participation of students and teachers in Erasmus projects (both incoming and outgoing).
- Rich program of seminars and masterclasses, with the direct involvement of the different Departments, also with teachers in Erasmus mobility, as evidenced by the prof references. M. Pagotto (Europe) and I. Russo (extra Europe).

**Areas for improvement:**
To take care of the continuous updating of teaching methodologies as an integral part of quality assurance processes. The use of flexible teaching methods and tools, tailored to the specific needs of the individual student, allow us to calibrate the offer in an increasingly targeted manner, while checking its effectiveness with respect to the expected results.

**SUPPORT SERVICES AND ACCESSIBILITY**

**S4.6 ACCESSIBILITY AND USE OF SERVICES**
The institution ensures that student support facilities and services are easily accessible and available to all students.

**S4.6 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The Conservatory claims to believe "strongly in the sense of community and sharing."

All facilities (classrooms, offices, secretariats, etc.) are easily accessible, either through the stairs or through two elevator services. There are accesses and internal roads for the disability, even if limited to the 1 year and 2 year flat. In addition to the disability paths that allow you to reach most of the spaces, you work on the use of library materials, social spaces and dedicated counters (e.g. psychological counter, counter for Slovenian language users) and on scholarships. Where the Conservatory considers itself lacking, the services offered by ARDIS and dedicated to all students take over. For student services, the Conservatory refers to the ardis (Agency of the Autonomous Region of Friuli Venezia Giulia operating since 1 January 2021). Through an annual call for proposals, the Ardis puts in competition, for students who are deserving but without means, who intend to undertake a university-level course, a series of cash benefits and services, such as scholarships with amounts up to over 7,000,00 euros, accommodation at the student’s homes, contributions for rents and contributions for international mobility.

These interventions, intended for those who hold ISEEU certification within the limits provided by the norm, are accompanied by facilities, such as catering and transport, intended for the general public of students and students (without threshold limits for ISEEU). The same Regional Agency made available to university students (and consequently also students of Tartini) additional support services, such as the Office of psychological assistance. The service offers a space for information, prevention, counselling and psychological support. Another important service, always guaranteed by the ardis, is the "Welcome Office FVG", an office that deals specifically with the reception of international students and researchers in the region. The service makes use of a network of local and national stakeholders of the Public Administration (Police Headquarters, Prefecture, Immigration Office, Health Districts, competent Municipal Offices) who collaborate with each other.

The on-site visit revealed that the Conservatory does not currently have spaces for socializing, with the exception of a small
corridor where some machines are allocated to distribute drinks and snacks. Acknowledging its importance, the Board of Directors has formally requested the Municipality to use some of the rooms on the ground floor of the building and currently intended for storage. Once restructured and made available, it is the intention of the Board to allocate these spaces to the Library and the socialization of students. The problem of the availability of classrooms currently limited to some small classrooms obtained from the former residence of the caretaker remains unresolved.

**Strengths:**
- Adaptation of facilities and spaces to the possible needs of disabled students.
- Possibility to use the services of the Regional Agency for the Right to Study, including accommodation and university canteen, psychological help desk, scholarships.

**Areas for improvement**
- Broaden the academic community, involving all possible stakeholders, starting from students who can be considered the first stakeholders of the institution and implement friendraising strategies, even before fundraising, that are the basis of the success of crowdfunding.
- Train students in self-employment and/or management of the show, without neglecting the possibility that they can also measure themselves with the direct management of services, as happens for example with the ESN networks Erasmus Student Network or collaboration grants.
- In view of the distance of the university canteens from the Conservatory, it is suggested to study with the ardis the possibility of starting agreements with private facilities located near the headquarters.
- A more stringent organisation of teaching activities is recommended in order to make more classrooms available.

**STUDENT CENTRALITY**

**S4.7 PROMOTION OF THE ROLE OF STUDENTS**

The institution encourages students to take an active role in the learning processes, contributing to stimulate their motivation, critical thinking, autonomy, and engagement

**S4.7 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

The Conservatory declares that it "believes very much in the centrality of the Student and his well-being, and encourages students to be active in the learning processes by stimulating motivation, critical spirit, autonomy and involvement. This is done at various levels: in individual and group lessons, in participation in artistic production, in participation in institutional bodies and in constant dialogue with offices."

**Strengths:**

In addition to the section dedicated to masterclasses and concerts of the various departments, the Conservatory highlights other activities directly related to students such as "musical afternoons", student concerts and "multimedia production" (involving the departments of new technologies), inserting these sections in the main section "study at Tartini".

**Areas for improvement:**
- Given the premises and the scale of production activities, courses or opportunities for self-employment for students should be promoted.
- Calls for applications for students are not easily available on the website.
S4.8 PROCEDURES FOR HANDLING COMPLAINTS AND SUGGESTIONS
The institution has appropriate procedures in place for handling student complaints and improvement suggestions.

S4.8 FINAL EVALUATION OF THE CEV-AFAM
General remarks
At present, the Conservatoire does not seem to have an office to deal with the collection and handling of complaints by students. It has identified in the Student Council the privileged instrument of dialogue with the members. Complaints and suggestions, in fact, are filtered by the Council and forwarded to the respective organs of competence.

Strengths:
- Active and effective role of the Student Council.
- Central role of the Student Council. The interviews show that the Council has, for its directly managed activities, a fund that this year has been tripled. Among the initiatives planned, the student party on November 10 and the open night 2023.

Areas for improvement:
- It is recommended to activate a specific desk for the direct management of any complaints and reports from students.
- It is recommended to activate a Quality Committee to monitor the procedures related to the management of any complaints, until any resolution of the problem reported.

ASSESSMENT OF ACHIEVEMENT

S4.9 EVALUATION CRITERIA AND METHODS
The criteria for assessment and examination methods are defined in the official documents of the Institution, as well as communicated to students and faculty in advance.

S4.9 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The criteria and methods of evaluation are made public through the various regulations of the Institute (regulations of the courses of study, Teaching Regulations).

In particular, the evaluation criteria and examination methods are defined in art. 34 of the new Teaching Regulations of the Institute (adopted by Decree of 16 May 2011 Prot. n. 1874/C9).

The examinations of profit and any other type of verification subject to registration are taken after the conclusion of the relevant lessons by the student who has obtained any certificates of attendance and complied with the preparatory requirements of the individual systems; he must also be in compliance with the payment of fees and contributions.

The method of verification is indicated in each study plan, as well as the hours of personal commitment and frontal lesson planned. For each course, the methods of verification and the contents of the exam are indicated. The exams are always public and taken before a Commission (3 to 7 commissioners), as indicated in the Teaching Regulations.

Strengths:
Exams and final exam are regulated by the regulations.

Areas for improvement:
It is desirable to make available as soon as possible on the new website of the Conservatory, during implementation and
reorganization, information on the criteria and methods of verification by the teachers.

**S4.10 EXAMINATION BOARDS**

Examination boards are composed of a minimum of two examiners.

**S4.10 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

The Conservatory declares that "all commissions are made up of a minimum of at least three professors to reach a maximum of seven commissioners."

In truth, the different Commissions are regulated by art. 23 and 24 of the Teaching Regulations: they are usually constituted by the teacher of the course and at least two other teachers of the discipline (or discipline traditionally related) and are appointed by the Director. For the final exam, however, the Commissions are composed of at least five teachers: the Director (or his delegate), the speaker, and professors of the Conservatory according to a principle of transversality of representation. External experts may also be members of the Commissions, including as co-rapporteurs.

**Strengths:**
- The Rules of Procedure stipulate that the examinations are open to the public; it is also possible that an expert outside the institution may be a member of the Commission.
- The regulation devotes a specific article, 24, to the commissions concerning the final exam. Also in the case of the final test, external experts may also be involved in the role of co-rapporteurs.

**Areas for improvement:**

Necessary adoption of the ECTS (European Credit Transfer System) catalogue, to ensure transparency and effectiveness in the communication of the training offer. Advertising of the statistical curve of the votes, not only to correctly convert the votes obtained by incoming and outgoing Erasmus students but also to facilitate a more balanced and conscious attitude in the allocation of votes by all teachers.

**S4.11 EXAMINERS**

Examiners consciously apply assessment methods and receive support in the development of their competencies in this field.

**S4.11 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

The management of the Examination Boards is entirely entrusted to the Director (assisted by the contact person to the Teaching (prof.ssa Sinead Nava), which provides for the appointment of the Commissions and oversees the regular conduct of the various examination sessions. It is always the Director who is entrusted with the task of remembering the methods of evaluation, in agreement with the Coordinators of the Departments. The Director, finally, welcomes any reports relating to the examinations, taking active action as appropriate.

**Strengths:**

The Department of Music Education has published for the 5 fundamental courses (CODD/01, 02, 04, 05 and 06) the programs, the examination methods and the evaluation criteria. The same can be found on the institutional website on the relevant page dedicated to "studying at Tartini".

**Areas for improvement:**

List, where possible and compatible with the type of discipline, the assessment criteria to be used during the examinations.
S4.12 CONSISTENCY AND FAIRNESS IN ASSESSMENT

Assessment is consistent and applied equally to all students, following the defined procedures.

S4.12 FINAL EVALUATION OF THE CEV-AFAM

General remarks
As regards the fairness of the application of the assessment, compliance with the internal rules laid down (Commission consisting of three components of which at least one holder of the examination rules; publication of the examinations) is a guarantee of transparency.

The Management ensures that the Commissions are always impartial and give judgment on the basis of the training objectives required by each course.

Strengths:
The assessment is formulated in accordance with the procedures defined by the teaching regulations.

Areas for improvement:
It is recommended to proceed with the publication of the assessment criteria with reference to the individual disciplines and study programmes.

S4.13 EXAMS

Exams accurately assess the acquired competences, including reference to the Dublin Descriptors, the Lisbon Convention, etc.

S4.13 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The attached documentation does not contain explicit references to the Dublin Descriptors and the Lisbon Convention as regards the verification of acquired skills.

From the consultation of the site, the only Department that clearly explains the international references to the Dublin Descriptors and the Lisbon Convention, is the Department of Education of Music, together with the explanation of the modalities of examination and the related evaluations.

Strengths:
The various study plans can be found on the website.

Areas for improvement:
It is recommended that an official document, approved by the competent bodies, be drawn up relating the contents of the examinations to documents relating to the Dublin Descriptors and the Lisbon Convention.
STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION

[ESG2015 1.4 Student admission, progression, recognition and certification]
The institution applies predefined and public regulations uniformly for all phases of the student’s "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

S5.1 ACCESS POLICIES, PROCESSES AND ADMISSION CRITERIA

The Institution establishes uniform and transparent access policies, processes and admission criteria, taking into account personal motivations, the different preparation levels and other specific criteria of each study programme.

S5.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The admission policies, processes, and criteria are defined through the Educational Regulation (article 25). The maximum number of students enrollable in study courses should be planned annually by the Academic Council and published on the institutional website (article 25 c. 1), but it seems this is not happening. Access to first-level academic courses is reserved for students with a high school diploma or, in case of outstanding abilities, those who will obtain it before completing the course of study.

The recognition of the eligibility of foreign qualifications for admission to courses is decided by the Academic Council, respecting the directives of the European Union and international agreements. Admission to second-level academic courses is reserved for students with a first-level academic diploma, or a bachelor’s degree, or a conservatory diploma combined with a high school diploma. Students with equivalent foreign qualifications recognized as suitable may also be admitted. Admission to these courses is subject to passing a selection exam to verify possession of the necessary musical and cultural competencies, as defined in the regulations of each study program. To be admitted to a specialization course, one must have a first or second-level academic diploma or a bachelor’s degree, or another equivalent foreign qualification recognized as suitable. To be admitted to a research training course, one must have a second-level academic diploma or a master’s degree, or another equivalent foreign qualification recognized as suitable.

To be admitted to an advanced course or master’s degree, one must have a first-level academic diploma or a bachelor’s degree or a diploma from the previous system combined with a high school diploma. The relevant study regulations may indicate the possible minimum requirement of a second-level academic diploma or master’s degree. If the selection exam reveals partial gaps in the student’s preparation, specific additional training obligations are assigned, to be fulfilled according to the Conservatory’s methods, also through the attendance of specific training activities (article 27). Criteria for the allocation of these obligations are regulated by the competent teaching structures and decided by the Academic Council. Failure to meet the additional training obligation constitutes an obstacle to the continuation of the academic career. For foreign students, it is necessary to verify specific language competencies in Italian during admission. In case of a partially negative outcome, they are assigned a training obligation to be compensated with the obligation to attend the "Italian Language for Foreigners" course, if activated, and pass the related exams (article 33).

The "Studiare al Tartini" section includes a specific area dedicated to admissions, detailing the methods and procedures on the Universitaly portal. Admissions take place in September, with admitted students allowed to enroll in the first week of October. Regarding preparation, the required programs are defined in the regulations of each course, easily accessible from the website.
**Strengths**
Clearly defined access policies specified in easily accessible documents on the institutional website.

**Areas for improvement**
- It is recommended to activate an entrance tutoring service.
- Establish preparatory courses, possibly in collaboration with the University, for the linguistic preparation of highly deserving foreign students who do not have the necessary skills for access to academic programmes.

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**S5.2 CONSISTENCY OF ACCESS POLICIES WITH STUDENT NEEDS**
The institution ensures that access policies pay specific attention to the needs of the various categories of students (e.g. off-site students, foreigners workers, with disabilities).

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**S5.2 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The Conservatory, respecting accessibility in the broadest sense, ensures personalized paths in case of specific needs expressed by students (e.g., non-local students, foreigners, workers, with disabilities). Students can express their specific needs at the didactic desk, and the Delegate for Didactics can advise the best possible solution, such as part-time enrollment or bi-weekly instead of weekly classes (taking into account the educational objectives of each course and the related attendance obligations). In the case of disabilities, each case is individually evaluated to understand if the Conservatory can provide an adequate level of training according to internal resources. Students with special needs are also economically supported, based on ISEE indicators and the number of credits already obtained by August 10th before the respective registration.

**Strengths**
Presence of a didactic desk and a Delegate for Didactics to ensure efficient entrance tutoring

**Areas for improvement**
Facilitate access to information regarding opportunities available to students in terms of attendance, accessibility, and the right to study.

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**S5.3 POLICIES FOR RECOGNITION OF QUALIFICATIONS AND PRIOR LEARNING**
The institution has efficient and clear procedures for the recognition of qualifications and prior learning

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**S5.3 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
For the recognition of titles and prior learning, the Conservatory's self-assessment report generically refers to the Delegate for Didactics, who is tasked with ensuring the analysis of each student's previous career for the recognition of titles/career abbreviation. The role of the didactic desk and whether such recognitions occur upon the student's request, the timelines involved (which should cover the compilation of the study plan and subsequent attendance obligations), is not clear. Each recognition is made based on the requested course of study and in accordance with the principles of the Lisbon Convention.

The Conservatory acknowledges that it has accepted the recent guidelines approved by CIMEA in relation to foreign qualifications, even if it is not clear the criteria by which these guidelines will be applied in the internal recognition of the presented qualifications.
Strengths
- Presence of a Delegate for Didactics working in synergy with the School's didactic desk.
- Adoption of CIMEA guidelines on the recognition of foreign titles in the AFAM sector.

Areas for improvement
- Recommend greater formalization of the recognition of prior learning activities for career abbreviation through publicly shared acts. To this end the adoption of a specific regulation for the recognition of study titles and artistic and professional activities is suggested.

S5.4 RECOVERY OF WEAKNESSES OR GAPS IN INITIAL KNOWLEDGE

The Institution plans any support activities for the recovery of weaknesses or gaps in initial knowledge (e.g., study programmes for the recovery of the skill and knowledge deficiencies highlighted by the admission test), especially for students with specific learning needs.

S5.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks
During admission, in addition to assessing skills related to the student's reference school (for which no recovery forms are provided), theoretical and linguistic skills are also evaluated (for foreign students). If the Commission identifies any deficiencies, it assigns training debts that must be filled through specific courses provided by the Conservatory (40 hours of attendance with a final test). It is not clear what happens if, at the end of recovery courses, the student continues to show gaps in the indicated disciplines.

This issue appears particularly significant in the case of possible linguistic deficiencies that could affect regular attendance of courses (especially theoretical ones) and the acquisition of related competencies. From a regulatory perspective, criteria related to the recognition of already acquired competencies and linguistic ones are regulated by articles 32 and 33 of the Educational Regulation, which, in truth, refer to subsequent acts for practical application (Course Regulations?). While the regulatory aspect seems well-focused, the criteria for organizing individual recovery courses are not as clear.

Strengths
The Conservatory provides students with training courses of 40 hours with a final test for those with formative deficiencies.

Areas for improvement
- Recommend a revision of internal rules related to this aspect.
- Recommend conducting the recovery course for linguistic skills earlier in the admission process to avoid potential delays.

S5.5 PERSONALIZED PATHS

The Institution proposes personalized paths for students (for example, disciplinary or interdisciplinary in-depth paths).

S5.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The customization of the study programmes is considered by the Conservatory a possibility for the student, indeed provided by law, to be able to "customize" their study plan through the introduction of some subjects chosen by the student, based on a list, updated annually, of disciplines activated by the institution in relation to the availability of individual teachers. In addition to the number of such courses (objectively substantial), there are precise criteria for their use within the individual study plans: 3 credits...
(Triennium) or 5 credits (Biennium) and 18 hours of lessons (27 hours of class for collective courses); 6 credits (Triennium) or 5 credits (Biennium) for Chamber Music courses or together.

It is also worth noting the great offer of Masterclasses that the Conservatory organizes annually for all schools (based on projects proposed by the various Departments) and that are made available to students.

From the documentation presented, it is not clear if the Conservatory adopts an individualized and personalized teaching for students with disabilities and students with DSA (use of specific technical and didactic aids in the training course, the presence of possible agreements with specialized centres, specialized tutoring and availability of any other necessary aids).

It should be noted that the list of disciplines is not published on the institutional website.

**Strengths**
- List of disciplines updated annually of "subjects chosen by the student" based on the availability of internal faculty.
- Defined regulatory plan of the subjects chosen by the student.
- Extensive master class program with teachers of national and international standing to complement the traditional training offer.

**Areas for improvement**
- Implementation of customized paths for students with disabilities and students with DSA.
- A greater comparison with the Student Consultation is recommended in the definition of specific policies for the customization of the study paths.
- It is recommended that more information on the availability of specific courses is disseminated through institutional communication channels (website).

**S5.6 TRAINING ON RESEARCH METHODOLOGIES**

The Institution guarantees students specific training activities on research methodologies, appropriate to the level and characteristics of the study programme.

**S5.6 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

The Conservatory confirms its vision focused essentially on teaching and artistic production. The field of research, although present and of good quality, is not included in the general project of the Institute, obviously underestimating its strategic importance for an institution of higher education. The only reference is to the School of Teaching engaged in the study of new teaching methods and individual activity (extemporaneous and not included in a process of design) of individual teachers.

The Library plays a central role in the development of research. As will be better seen in point 7.7, this can count on an endowment of about 25,000 manuscript and printed volumes deriving from donations from private citizens, illustrious concert performers from Trieste and former teachers of the Conservatory. He also has some important Tartini memorabilia and a score that belonged to Mahler with some autographed variations. It has a reading room and, since 1997, it has been part of the SBN regional hub which gives it access to the various inter-library services. In the absence of a library director (whose competition went deserted), the opening is guaranteed by some collaborators and scholarship students.

Specific research projects have already been mentioned in point 1.1 (cf. also point 6.3): Centro di documentazione e studi tartiniani "Bruno e Michèlè Polli", progetto Lola (Low Latency), progetto SWING (Synergic Work Incoming New Education Goals for Higher Music Institutions), ILYM - International Lessons for Young Musicians, project EGGS (Elementary Gestalts for Gesture Sonification). It is worth highlighting the participation of the Conservatory in a PRIN ("New music writing processes for cinema") through the participation of prof. Nicola Buso, in partnership with the University of Udine (project coordinator), Genoa and Turin.
and the Conservatory of Rovigo. On research methodologies work primarily the Departments of Education of Music and Electronic Music and new technologies, also through the activity of individual teachers involved.

**Strengths**
- Presence of a solid library.
- Presence of numerous research projects also active in partnership with other AFAM institutions and universities.

**Areas for improvement**
- Implementation of a working group to define specific training activities on research methodologies (it is possible to participate in the meetings of the EPARM platform of the AEC or specific Italian organizations such as RAMI, Association for Artistic and Musical Research in Italy).
- It is recommended that the Conservatory adhere to the principles of the Frascati Manual, in the part of artistic and musical competence, and the Vienna Declaration on artistic research.
- Identification of a Research Delegate to be entrusted with the task of coordinating research activities and liaising with institutional bodies.

**S5.7 MONITORING OF THE STUDENT’S CAREER**

The Institution monitors students’ career and adopts consequent support or improvement actions.

**S5.7 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The monitoring of academic career is one of the key points of quality assurance within the Institute. Currently, this task is entrusted to the teaching office, in agreement with the Delegate to Teaching, which constantly monitors the careers of students and summons them in case of anomalies to understand the weaknesses and improve them promptly.

The Conservatory declares that it will periodically proceed through the Academic Council to verify the effectiveness, functionality and quality of teaching. The results of this verification are subject to evaluation by the governing bodies that use them in the "planning of the teaching activity and for the periodic review of the educational systems of the study programmes".

**Strengths**
Presence of a Delegate to Teaching with the task of monitoring the academic career of individual students.

**Areas for improvement**
- Express a virtuous circle PDCA. It is recommended to put into practice what is declared (periodic verification of the effectiveness, functionality and quality of teaching).
- Directly involve the governing bodies in the monitoring phases. It is the task of the Academic Council to verify the effectiveness, functionality and quality of teaching. The results of this verification are subject to evaluation by the governing bodies that use them in the "planning of the teaching activity and for the periodic review of the educational systems of the courses of study".

**S5.8 DIPLOMA SUPPLEMENT**
The Institution provides the student with exhaustive documentation on the qualification conferred and on the learning outcomes achieved (Diploma Supplement), compiled in accordance with the provisions of the MIUR Directorial Decree n. 389 of 5 March 2019 and the related Guidelines.
S5.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The Conservatory automatically issues a Certificate of Diploma Supplement (Diploma Supplement) after awarding the qualification. This certificate contains all the information related to the course carried out by the student and is delivered in bilingual format (Italian and English). The Conservatory is adopting the new DS model in line with the D.M. 389 of 5 March 2019, also in relation to the national guidelines for digitization.

Strengths:
Automatic and free release of the DS.

Areas for improvement:
Elaboration of the ECTS Catalogue for the advertising of courses in Italian and English (and Slovenian) and publication of the statistical curve of the marks.

S5.9 QUALIFICATIONS RECOGNITION
The Institution acts in line with the principles of the Lisbon Convention on the qualifications recognition and with the methodologies defined by the National Information Centre established on the basis of art. IX.2 of the aforementioned Convention.

S5.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks
For this point see also the standard 5.3. The Conservatory declares that "in relation to the educational objectives of each course and its study plan, the Teaching Desk, in the person of the Delegate for Teaching, ensures an in-depth analysis of the previous career in terms of the recognition of qualifications/shortening of career. Each award is made on the basis of the required course of study and in compliance with the principles of the Lisbon Convention and the methodologies deriving from the Convention."
Please note that, pursuant to Article IX.2 of the Convention, Italy has entrusted CIMEA – Information Centre on Mobility and Academic Equivalences, the task of carrying out the activities of the National Information Centre on the procedures for the recognition of qualifications in force in Italy, on the Italian higher education system and on national qualifications.

Strengths:
- Presence of a Delegate to Teaching who works in synergy with the School’s didactic desk.
- Adoption of CIMEA guidelines on the recognition of foreign qualifications in the AFAM sector.

Areas for improvement:
Implementation of a specific regulation describing the characteristics of the procedure and the different types of securities that can be assessed (formal, non-formal, informal).
S6.1 CRITERIA AND PROCEDURES FOR RECRUITING CONTRACT TEACHING STAFF

The institution shall define and adopt transparent criteria and procedures for the recruitment of contract teaching staff (e.g. comparative assessments, including indication of the timetable, deadlines, requirements, composition of the evaluation committee and publication of rankings). The institution shall define specific and clear evaluation parameters of the artistic/scientific, professional and cultural profile associated with each teaching and it shall provide for the request of syllabi related to the teachings relating to the recruitment procedure.

S6.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The number of teachers in the Institution (following the enlargement of its staff) is 96 (official MUR data, confirmed in the PIAO 2023: 95 teachers in addition to the director, exempted from teaching). The report of the NdV 2023 reports, instead, of 93 teachers (70 with an indefinite contract and 23 for a fixed time). To these must be added a further 5 lectures with contract of collaboration. This increase in staff has made it possible to reduce the number of contract experts, with undoubted positive effects on the overall quality of teaching, being able to count on an increasing number of structured teachers.

For the programmes related to academic areas, the Institute makes use of tenured teachers or teachers appointed by the Ministry, identified on the basis of national procedures (national rankings to exhaustion).

If these procedures are insufficient, the Conservatory makes use of the provisions of art. 273 of Legislative Decree No. 297/1994, which provides that "where the institution is unable to ensure the performance of its teaching and artistic activities with its permanent staff, may provide for the conclusion of collaboration contracts with the employees of opera companies or other music production institutions. with the prior authorisation of the relevant administrative bodies."

Finally, if it were not to cover the assignment with such procedures, the Conservatory issues specific notices for the establishment of ranking lists of Institute for the award of fixed-term contracts. With respect to its selection procedures (ranking of institutions), the Institution states that "over the years it has developed clear and precise evaluation criteria for each teaching offered by the Institution. These criteria take into account both the academic and professional skills required for the course, and the specific artistic or scientific dimension. The criteria have been defined in a participatory manner, with the maximum sharing of teachers belonging to the department to which the subject belongs."

In the case of teaching modules relating to non-organic subject areas, the Conservatory relies on the collaboration of experienced internal teachers in the discipline which is assigned a specific assignment according to the Regulation for the allocation of additional teaching (Decree of the President of the Conservatory 31/G prot. 56/C9 of 10 January 2012). The procedure for awarding teaching assignments, including extracurricular assignments, takes place on the basis of a resolution of the Academic Council upon presentation by the teachers of their curricula.

If, finally, it is found that it is impossible to find such competences, the Conservatory can issue specific calls for the procurement of experts with whom to conclude contracts of collaboration, with selective-comparative procedures. All selection notices, in accordance with art. 19 of D.lgs. n. 33/2013, are published on the institutional site, in the section "Administration" - Notices, notices and rankings, as well as on the ministerial site Cineca - Afam.

The Conservatory is committed to ensuring maximum transparency at all stages of the selection from the publication of the decree appointing the Evaluation Commission. The call also indicates the main deadlines for the recruitment process, in particular the
submission of applications and any appeals against the rankings.

Strengths:
Organic endowment adapted to the current size of the Conservatory and its educational offer.

Areas for Improvement:
- On the criteria for the recruitment of teachers, the institution is invited to specify the "comparative procedures" according to the provisions of art. 7 paragraph 6a of Legislative Decree no. 165/2001 which provides: "public administrations govern and make public. According to its laws, comparative procedures for the assignment of collaboration assignments".
- Better clarification and clarification of the procedures for entrustment following comparative procedures. Since these are comparative procedures, the assessments made by the Commission do not give rise to any assessment of suitability and do not in any case constitute a ranking list. At the end of the comparative procedure, the Commission shall draw up, on the basis of predetermined criteria before the evaluation, a reasoned report indicating the result and identifying the successful candidate.
- Request the report on the teaching activity of all teachers, as provided for by art. 22 of the CCNL - AFAM.

S6.2 TRAINING AND UPDATE OF TEACHING STAFF
The institution promotes opportunities and initiatives to improve the artistic/scientific and professional qualification of its teaching staff, including actions that allow the acquisition of skills for the use of new technologies and for the innovation of teaching methods.

S6.2 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The Conservatorio Tartini emphasizes the importance of promoting opportunities and initiatives to improve the artistic/scientific and professional qualifications of its teaching staff. The institution mentions the recognition of the need for constant skill updating, the use of new technologies, and innovation in teaching methods, as reflected in its Statute (Article 5, paragraph 5, letter c).

The Conservatory schedules training activities through the three-year training plan dedicated to teaching and non-teaching staff. For the period 2023/2025, the plan includes interventions in the field of:

a) training on the theme of disadvantage, special needs, teaching;
b) research in AFAM: areas of research, concrete applications, scientific approaches, documentation and archives;
c) Level A and B and C English language courses, possibly online;
d) training on the electronic register in use at our Institute, training on the "Office package" of Windows.

In addition, staff can take advantage of mobility-related activities for staff training under the Erasmus+ programme. For A.A. 2023, for example, 6 grants were awarded (two teachers and four TA staff units).

Please note that the three-year training plan is not present on the institutional site. Moreover, it was not possible to verify how much of what was declared was actually scheduled or scheduled.

Strengths:
Consolidated experience of international training for teachers and administrative staff through mobility related to the Erasmus plus programme.

Areas for Improvement:
- Organization of activities aimed at improving technological skills, foreign languages, but also aimed at the life of the Institute, such as courses on security and first aid.
- Organization of courses aimed at updating teaching methods.
- Cultural promotion activities with the direct involvement of teachers.

S6.3 LINK BETWEEN RESEARCH, ARTISTIC PRODUCTION AND THE THIRD MISSION
The institution encourages academic activities aimed at strengthening the link between teaching, research, artistic production, and third mission.

S6.3 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The Conservatorio Tartini has actively promoted research and artistic production in recent years. It has engaged in various research projects, collaborations, and initiatives aimed at strengthening the connection between teaching, research, artistic production, and the third mission.

As part of the Research, in recent years some projects have been launched both musicological and technological applied to musical languages:

- Centro di documentazione e studi tartiniani "Bruno e Michèle Polli" (active since 2007 and intended for the enhancement and dissemination of documentation and sources relating to the work of the composer, violinist and theorist Giuseppe Tartini and the contemporary Italian and European musical repertoire, with particular reference to violin literature.
- PRIN (Research Project of National Interest) "New music writing processes for cinema" (in partnership with the University of Udine and the Conservatories of Rovigo, Genoa and Turin).
- Lola Project (Low Latency) in collaboration with GARR (High quality audio/video transmission system for networked music performances).
- Project SWING (Synergic Work Incoming New Goals for Higher Education Music Institutions) in collaboration with INDIRE.
- Project ILYM (International Lessons for Young Musicians: television format for an Academic Reality of advanced music teaching).
- EGGS (Elementary Gestalts for Gesture Sonification) project.

The central role that the Conservatory assigns to Research is confirmed in the Triennial Training Plan where, among the planned activities, there are actions related to research in AFAM (research areas, concrete applications, scientific approaches, documentation and archive).

As part of the artistic production the Conservatory of Trieste boasts a wide range of agreements signed with other Conservatories, public and private entities operating in the region. Thanks to these links, the institution is able to guarantee an important calendar of events, which offers students and teachers of the Conservatory unique opportunities for training and visibility and of which there is continuous and updated information on the dedicated page of the institutional site.

Finally, at the level of the third mission, the Conservatory maintains close relations with the local schools (through educational collaborations and activities of artistic production and research, also in collaboration with the School of Music Education). To this end, specific assignments are assigned annually to internal teachers who coordinate two specific projects:

- Project Music and Territory, to facilitate coordination with public and private schools for programs and awards of academic preparatory level;
- Project Music and School, to take care of the promotion and dissemination of music, through presentation and live concerts for schools in the area.
Strengths
- Robust relationships with regional entities, public and private organizations, universities, etc.
- Consistent research activities, including national and international collaborations.
- Extensive artistic production activities in collaboration with local entities.
- Network of collaborations with local schools to coordinate basic training activities and promote various musical languages.

Areas for improvement
- Implement a programming of Third Mission activities. The third mission, as well as the research and production, is in fact solid and quantitatively substantial. Such interventions, however, are not part of a coherent programmatic plan, with initiatives that often appear occasional and unrelated to an overall unitary project.
- In view of the central role of the third mission among the aims of the Conservatoire, it is recommended that its activities be extended to other areas of intervention (disadvantaged people, disability, etc.).
ECONOMIC AND HUMAN RESOURCES
S7.1 FINANCIAL STABILITY
The institution's economic and financial situation is stable.

S7.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The economic and financial situation of the institution is solid. In addition to state funding, there is regional funding, and utilities are still paid by the Regional Decentralization Body of Trieste. The Conservatory can financially support additional teaching activities, masterclasses, artistic production activities, and propose and develop international projects.

In the 2021 Report on the Financial Statements the following critical point is underlined (p. 12):
"From a financial point of view, what affects is not the scarcity of ministerial funding but the delay in communicating the operating fund".

And you remember that:

"[... ] the State intervention is mainly realized with the payment of the salaries of the regular and alternate staff, in great part without direct feedback in the budget, and with other targeted contributions"

N.B.: the Report to the Annual Report 2022 is not available on the Conservatory’s website.

As regards the Ordinary Operating Accounts Institutions AFAM - Financial Year 2023, Min. Decree of 26 June 2023 n 948, cap. 1673/5 of the estimate of the expenditure of the MUR of the fiscal year 2023, in favor of the Conservatory of Trieste turn out 91.600,00 euros (https://www.mur.gov.it/sites/default/files/2023-07/Decreto%20Ministeriale%20n.%20948%20del%2026-06-2023.pdf).

Strengths:
- Good indicators of payment timeliness (Art. 33 Legislative Decree no. 33/2013); in particular:
  o The annual index for 2022 is -3.75;
  o The 1st quarter 2023 index is -8.43.

Areas for improvement:
Timely publication of updated economic-financial and management documents on the Conservatory’s website (e.g., payment timeliness indicator 2nd quarter 2023; 2022 financial statement).
S7.2 BUDGET DOCUMENTS AND NEGOTIATION AGREEMENTS

Budget documents and negotiation agreements shall be timely approved and shall ensure an orderly and transparent financial and administrative management.

S7.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks
Budget documents and negotiation agreements are approved on time, ensuring orderly and transparent financial and administrative management, reflected in their publication on the Conservatory's website. Budget documents are approved in advance, avoiding provisional exercises. The negotiation is based on a three-year legal part, with annual contracts for the economic part.

Strengths
Budget documents and negotiation agreements are prepared according to correct accounting principles and comply with the current regulatory framework. These documents are also easily accessible and transparent on the Conservatory's website.

Areas for improvement
- Enrich the Preventive and Final Balance Reports with more accurate descriptions of the various management areas, such as: artistic production, research, purchase of musical instruments, ordinary and extraordinary maintenance of musical instruments, development of technologies, etc. V. e.g. "Balance sheet report 2021", p. 15 - reference to ch. 2.1.2 601 relating to Purchases of equipment, equipment and musical instruments: 83,523.00 euro are indicated by adding together the amounts relating to musical instruments and interventions for the solution of acoustic problems: Given the specificity of these items for an institution such as the Conservatory, it would be appropriate to provide more detailed information in the Report, giving evidence of individual items in a disaggregated way.
- Timely publication of balance sheet statements (e.g.: As of 09/10/2023, the balance sheet for 2022 is not published; v. https://conts.it/it/amm-trasp/bilanci-benili-immobili-gestione-del-/bilanci/ (page consulted on 10/09/2023).

S7.3 AVAILABILITY AND USE OF FINANCIAL RESOURCES

The institution has adequate financial resources for teaching and learning. These resources are efficiently used.

S7.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The Conservatory G. Tartini of Trieste has adequate financial resources for teaching and learning that it uses efficiently. In particular, the Tartini Conservatory receives both state funding and regional funding. The latter is largely intended for teaching and the remuneration of additional teaching hours and external teaching, as well as masterclasses. With regard to regional funds, the Region carries out appropriate checks that, together with compliance with the procedure provided for by the national integrative bargaining, ensure an efficient use of resources. As regards the ratio of internal teachers/ external teachers, following the enlargement of the staff the number of external contract teachers has been drastically reduced, as required by legislation. In 2022 the total expenditure was € 142,586.15 cap. 1.1.2 65 for internal teaching and € 16,233.31 for external teaching cap. 1.1.3 116.

Strengths:
- The description of the procedures for assigning teaching assignments, including extra-curricular assignments, to internal and external staff, their duration and related costs is very clear (v. Regulation for additional teaching
Very clear and easily accessible on the website of the Conservatory the table showing the hourly remuneration of external contract teachers related to the hours.

**Areas for improvement:**
No specific improvement areas are detected.

**S7.4 RESOURCES FOR ARTISTIC AND CULTURAL EVENTS**

The institution has the necessary resources for the promotion and organization of its artistic and cultural events, also through its involvement and openness to the external context and territory.

**S7.4 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**

The year 2022 was marked by the resumption of artistic production. The now usual series of concerts "Autumn-Winter", "Winter-Spring" and "Spring-Summer" were organized in the Tartini hall of the Conservatory, with the participation of students, teachers and external guests.

More generally, the Tartini Conservatory in Trieste has a rich and complex set of human, cognitive, technological, instrumental and economic-necessary for the promotion and organization of its artistic and cultural events and is synergistically and constructively involved in a virtuous network of artistic and cultural production at national and international level.

At the international level, there are some examples of initiatives and networks and associations to which the Conservatory adheres and/or has given impetus:

- historical collaboration with the **AEC- European Association of Conservatives (aec-music.eu)**, which saw the Association and the Conservatory partner in various projects, last SWING, European project that provided for the development and enhancement of the system **LOLA low latency (lola.conts.it)** that allows the transmission of images and sound with a latency lower than the perceivable threshold, giving the possibility to realize concerts between musicians who play at several hundred kilometers away;

- the Conservatory is leader of the INTERREG project "Tartini bis" of cross-border cooperation with Slovenia, capitalisation of a previous project Tartini;

- on the initiative of the Tartini Conservatory, the **CEMAN network (Central European Music Academies Network)** was established in 2016 as part of the activities of the CEI - Central Europe Iniziative - In.C.E. Iniziativa Centro Europea, an international organization based in Trieste (**www.cei.int/**).

- the Conservatory has been entrusted, for some years, by the Ministry of the University and the Research of the funds for the implementation of art. 3 paragraph 1 of the Agreement referred to in Law 212/2012 on Cultural and Educational Cooperation between Italy and Serbia;

- The Conservatory has adhered since its foundation to the **Global Music Education League (GMEL)**, led by the Beijing Conservatory. Over the years, however, the presence of Chinese students and the use of the Turandot program (**conts.it/it/internazionale/progetto-turandot/turandot**) has been rather limited.

At the national level, there are some initiatives and networks and associations to which the Conservatory adheres and/or has given impetus:

- the Conservatory produces more than 150 music events every year, free of charge, open to the public, which take place in Trieste and throughout the region. Among the concert cycles are the **Concerts of the Conservatory, (conts.it/it/production-artistic/i-concerts-of-the-conservatory)** with three annual cycles of concerts of teachers and students and evenings dedicated to the Essays;

- between the competitions managed by the Conservatory, the International Piano Prize "Stefano Marizza", now in its XXVII edition, and the **Caraian Prize for Music, now in its XXXV Edition**
- the Conservatory participates in the peculiar network of scientific institutions of the territory and adheres to the Memorandum of Understanding "Trieste Città della Conoscenza", promoted by the Municipality and involving the scientific realities of the territory, as it participates annually in "Trieste NEXT Festival of Scientific Research" (www.triestenext.it/), to which the Conservatory collaborates since the first edition.

- The Conservatory is part of the Friuli Venezia Giulia Scientific and Innovation System (sis FVG), an initiative of the Friuli Venezia Giulia Region with the Ministry of Foreign Affairs and International Cooperation and the Ministry of Universities and Research.

**Strengths:**
- Artistic and organizational ability to valorize, regenerate and systematically renew the prestigious tradition that characterizes it and to leverage on the peculiar geo-political position, crossroads of multiple cultures and instances;
- Artistic and organizational ability to forge virtuous links with institutions, associations, national and international networks with which to develop artistic and cultural projects according to virtuous strategic-organizational principles of knowledge sharing, knowledge hybridization, learning by cooperating, learning by interacting, and economic efficiency, such as cost and risk-sharing;
- Ability to involve the widest possible number of students and teachers in the many initiatives of artistic and cultural production;
- Ability to effectively communicate to stakeholders the different artistic and cultural projects and to ensure wide visibility, also leveraging the website of the Conservatory itself.

**Areas for improvement:**
- Make available on the website all information related to artistic production and cultural events also in English
- Describe in more detail in the Summary and Prospective Budget Report the resources specifically earmarked and link them to individual projects.

**S7.5 TEACHING AND TECHNICAL-ADMINISTRATIVE STAFF**

The composition of the Institution’s teaching and technical-administrative staff is consistent with the educational offer and the number of students.

**S7.5 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The Conservatory G. Tartini is characterized by a composition of teaching staff and technical-administrative consistent with its educational offer and the number of students (674 according to the latest report of the National Assembly). The number of teachers is 96; as a result of the expansion of staff the number of external contract teachers has been drastically reduced, as required by legislation; currently about twenty teaching posts are vacant.

The Library Manager post and an associate post. As part of the implementation of the DM 29 March 2023 n. 180 at the Conservatory were assigned 13 recruitment faculties for teachers.

The Conservatory can count, as an organic plant, on 21 administrative numbers considered adequate in relation to the amount of activities and processes carried out by the Institution.

**Strengths**
- Excellence and prestige of the teaching staff, which is also highly appreciated by students, as can be seen from the surveys of the opinions of the students available;
- Ability of the Conservatory to manage in a timely manner the increase in the number of units of the teaching staff in line with the needs related to teaching coverage;
- The number of administrative staff is adjusted quantitatively by the increase in the number of staff in the course months.
Areas for improvement
Insert the organizational chart of the Conservatory on the website and do not limit yourself to the list - although useful - of the organizational positions in place. To this end, it would be enough to resume the Organization chart published in the PIAO 2023, p. 36.

S7.6 STAFF DEVELOPMENT
The institution ensures that its administrative and support staff have the opportunity to develop their skills and competencies.

S7.6 FINAL EVALUATION OF THE CEV-AFAM
General remarks
Art. 3, paragraph 5c of the Statute provides that the Conservatory ensures "the professional updating of its staff". The PIAO 2023 (p. 40) states that the Conservatory has prepared a "Plan for the training of technical-administrative and support personnel".

In particular, the documents examined show that concrete steps have been taken with regard to the training of ATA staff, as regards the English language. This is consistent both with the internationalization process in which the Conservatory has been investing for some time both with the composition of the student body, and for a third ca. comes from abroad.

The Conservatory has implemented competitive forms with procedures reserved for internal staff in the transition between assistant and collaborator.

Strengths
During the on-site visit, and in particular during the interviews, it was possible to appreciate the high professionalism, solid skills and strong motivation of all the administrative staff and the Student Secretariat.

Areas for improvement
Extend the variety of training activities to areas such as, for example, management control and project management, particularly relevant and useful for an institution such as the Conservatory that systematically develops and manages numerous projects (artistic, research, third mission, etc.).

STRUCTURAL RESOURCES
S7.7 STRUCTURAL RESOURCES AND SERVICES
The institution has adequate structural resources (buildings and equipment) and adequate student support services for teaching, artistic/scientific production and research (e.g. classrooms, laboratories, libraries, spaces for students' independent study and for student representative activities, aids education, IT infrastructure, technical equipment, professional software).

S7.7 FINAL EVALUATION OF THE CEV-AFAM
General remarks
Real estate; spaces. The Conservatory is neither the owner nor the holder of rights in rem in respect of any immovable property.

The seat of the Conservatory is Palazzo Rittmeyer, located in via Carlo Ghega, 12 - 34132 Trieste. The Conservatory building was initially made available by the Municipality, owner, following the conclusion of the
"Convention for the statization of the Conservatory "G. Tartini" of Trieste", which took place on 13 June 1954. The building in which the Conservatory is located is also bound by the Fine Arts and each intervention is managed by the EDR in agreement with the City, this aspect that limits the possibility of intervention, for example, for the autonomous management of dining spaces.

Currently the competences on the seats of the regional Conservatories, such as school buildings, have been assigned by the regional law (regional law 12 December 2014, n. 26 and s.m.i.). The Rittmeyer Palace is a prestigious venue, in the city center and near the railway station and the international bus station. This location facilitates access to the Conservatory also in a commuter form by staff and students living in the Friuli Venezia Giulia Region and in Veneto, or in the neighbouring regions of Slovenia and Croatia. The nineteenth-century building was completely renovated inside in the 80s.

Inside the Rittmeyer Palace is located the Bibliomediateca "Vito Levi".

This being said, on the basis of the analyzed documentation (in particular Reports of the NdV 2021, 2022 and 2023 and OPIS of several years, even if compared to the latter there is an improvement in the judgements against interventions of the administration evidently effective), the theme of spaces seems to be among the most critical for the Conservatory in many respects, as highlighted in Sec. "Areas for improvement" of this standard.

**Equipment of musical instruments.** As for the equipment of musical instruments, Il Conservatorio has a considerable number of musical instruments. The instrumental equipment of the Conservatory is adequate and accessible to students through special loan procedures.

**Additional music, electronic, etc. technologies and wireless network.** The Conservatory has invested substantially in musical equipment and technologies, both for the educational activities of the School of Electronic Music, for the development of the Lola system, as well as for the setting up of a recording studio connected to an auditorium (the Tartini Hall) equipped with state-of-the-art technologies to serve the entire Conservatory, both for audiovisual recordings of the most significant productions and for those necessary for students applying for Erasmus exchanges. The Conservatory is equipped with a wireless network, connected to the broadband fibre of GARR, and is part of the EDUROAM network, ensuring connectivity to students and teachers.

**Strengths**
- Prestigious headquarters (Rittmeyer Palace), central and easily accessible from the Railway Station and the International Bus Station.
- Large equipment of musical instruments.
- Joining the EDUROAM circuit.

**Areas for improvement**
- **Bibliomediateca Vito Levi:** The functioning of the Bibliomediateca is reduced, causing a considerable disservice. In the last two academic years, thanks to the commitment of the coadjutor staff and scholarship students, it has been possible to guarantee opening hours for loans of materials, books, scores, parts and scores, discs and CDs. However, the Library still lacks qualified staff to enable it to operate fully, despite the process of enlargement. In fact, the Conservatory has launched a competition for the temporary hiring of an EP1 Library Director, which has gone deserted. The Conservatory plans to repeat the competition shortly. There is also the possibility of adding a library collaborator to the library director. In line with the findings of the NdV, it is considered that, where feasible, this option should be implemented, given the crucial nature of the Bibliomediateca for an institution aiming at the realisation of the third cycle.

- **Spaces - Air conditioning and soundproofing** of the classrooms: the works have not been started and there are no indications about the beginning of the works. The Report of the NdV 2023 (Sec. 1 - State of play of the actions
undertaken by the Institution for the continuous improvement or for the overcoming of the critical points) reports: "Despite the fact that the procedure for starting the air conditioning works for the entire building, starting with the attic classrooms, had finally been unblocked, the Rittmeyer Palace Public Body did not carry out the planned works. This positive action, planned for years and already financed, is fundamental for an improvement of the usability of study spaces even in the periods of the year of intense heat, increasingly frequent and long-lasting. It is noted that the administration in recent months has continued its commitment to pressing the public body owner of the property to achieve this result, and it is hoped that the work will be rescheduled as soon as possible".

- **Spaces - Identification of additional spaces for individual and/or group study as well as test rooms for small and large ensembles:** Confirmed the agreement with the Liceo Musicale Carducci-Dante for the use of some classrooms in certain (and limited) hours, available to students of the Conservatory for individual study. These classrooms are not equipped with piano. The development of a computer system for the management of classroom reservations for study by students, which could at least optimize the exploitation of existing spaces, could be a good way to go. The start of such a system is a matter strongly felt by the whole student body, as pointed out by the Council (Report of the NdV 2023, Sec. 1 - State of play of the actions undertaken by the Institution for the continuous improvement or for the overcoming of the criticalities). From the visit on site, it has emerged however the extreme difficulty to integrate such system in the current managerial Isidata, too much rigid in its computer science architecture, reason for which possible alternative solutions are under study.

- **Spaces - Identification and setting up of refreshment and socialization spaces:** Unfortunately, regarding the definition of refreshment and socialization spaces, the actions implemented at the moment consist in the activation for all employees of the Conservatory "G. Tartini" of Trieste of an app that allows you to use the catering services ARDIS (Regional Agency for the Right to Study) and in the restoration of the narrow dining space in the blind compartment of the entrance to the elevator on the mezzanine floor, after this was closed during the pandemic emergency. The management of this aspect, as already pointed out in the previous report, is unfortunately not the desirable one in an academic institution, since social spaces are an integral part of academic and student life. With regard to this point, it would be desirable for the Conservatory, despite the existing constraints, to act more effectively towards the managing body to improve this aspect. (Report of the NdV 2023, Sec. 1 - State of play of the actions undertaken by the Institution for the continuous improvement or for the overcoming of the criticalities).

- **Wireless network:** the wireless network is still considered not fully satisfactory by the student body, although there are improvements in the most recent judgments (v. OPIS of the various years, Section F - Facilities and equipment).

### S7.8 RESOURCES SUITABILITY AND ACCESSIBILITY

The institution ensures that all resources are fit for purpose and accessible and that students are informed of the services available to them.

### S7.8 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**

In general, the Conservatory ensures that all resources are fit for purpose and accessible and that students are informed of the services available to them via the website where the Regulations and information are published.

**Strengths**:

Website well organized, easily navigable and effective from a point of view of ensuring a transparent administration.
Areas for improvement:
From the OPIS it emerges that the meeting and socialization spaces are considered insufficient by just over 50% of compilers.

SERVICES

S7.9 STUDENT SECRETARIAT SERVICE
The institution guarantees the availability of a student secretariat service and appropriate opening hours for public access (with physical or digital communication counters).

S7.9 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The Conservatory guarantees the provision of a student secretariat service in suitable opening hours to the public (with physical, digital and telephone communication counters); the student secretariat is accessible by mail and, for three hours a week, by phone; on site the door is accessible by appointment.

Strengths
- For the Student Secretariat service, the percentages of appreciation expressed in the OPIS improve significantly in the measurements of the last a.a. available 21-22 (v. OPIS surveys, Section G - Services).
- The Didactic Secretariat has developed a proven computerized management of the exam sessions. The academic calendar is published well in advance of the beginning of the following academic year (end of May of the current academic year).

Areas for improvement:
No areas of improvement to report

S7.10 ORIENTATION, TUTORING, AND PLACEMENT SERVICES
The institution guarantees the availability of general services, orientation, tutoring, counselling, and placement for students.

S7.10 CEV-AFAM FINAL EVALUATION
General remarks
The Conservatory provides support to students through:
- a lecturer appointed by the Director for teaching;
- a psychological support service provided by ARDIS - Agenzia Regionale per il Diritto allo Studio (www.ardis.fvg.it/);
- the possibility of recourse to the Trusted Adviser in the event of harassment;
- Placement forms in Erasmus projects.

According to the Report of the NdV 2023 "The incoming orientation is carried out by the Secretariat Office: the standard information is uploaded to the institutional site at the time of the year, with specific bilingual instructions (Italian and English) on the training offer and registration procedures. In addition, in May, there is an annual open day (open day 2021: https://conts.it/documents/1563/Virtual_OPEN_DAY_2021.pdf)."

As regards outgoing guidance, students are offered the opportunity to participate in Erasmus traineeship projects (https://old.conts.it/intern/erasmus/mobilita-studenti-per-traineeship).
The OPIS measurements in this regard (Sec. C- Teaching, in part. question C9 ) show a satisfactory satisfaction.
Strengths
No particular strengths emerge

Areas for improvement:
- Establishment of a guidance office. With regard to outgoing guidance, in fact, the NdV (Report 2023, Sec. 6. Student Services and Right to Study, p. 25) notes that the Conservatory has not organised a structured system such as a dedicated office.
- Promote the verification of graduates’ careers, made possible by the participation of the Conservatory in the Almalaurea Consortium.

S7.11 SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES OR SPECIFIC LEARNING DISABILITIES (SLD)
The institution guarantees the availability of support services for students with disabilities or SLD, focusing on accessibility and educational materials.

S7.11 CEV-AFAM FINAL EVALUATION

General remarks
On the website -Sez. "Study at Tartini" (https://conts.it/it/studenti/servizi-per-gli-studenti/servizi-per-studenti/), the Conservatory "G. Tartini" of Trieste declares that it relies on ardis regarding services for students. Ardis (www.ardis.fvg.it/) is an agency of the Autonomous Region of Friuli Venezia Giulia operating since 1 January 2021 whose "institutional mission consists in organizing and managing an integrated system of services and interventions, so that all students can overcome material difficulties and reach the highest grades of studies, as provided by art. 34 of the Constitution of the Italian Republic". Among the types of interventions in the field of the Right to University Study (DSU) there are services in favor of disabled people.

According to the Report of the NRV 2023 (Sec. 4. Organization of teaching p. 20), "there are currently no disabled students who need ad hoc teaching aids"; the NdV suggests a possible evaluation by the Administration of what could be the necessary teaching aids for potential disabled students. A description of the teaching aids for students with disabilities, DSA or BES is not available from the Conservatory’s website.

For access to the Conservatory for people with disabilities there are:
- Indoor parking for the disabled
- External stairlift for on-site access
- Mobile platform for access to the Tartini Room
- Internal lifts

There are also: among the equipment, a mattress specifically for the evacuation of people with disabilities in case of emergency and a ramp for access to the stage of the Aula Magna.

The third floor of the main building is not accessible to disabled people.

Strengths
No particular strengths emerge

Areas for improvement
Make available on the website of the Conservatory information on aids and facilities for disabled students.
S7.12 SERVICES FOR THE RIGHT TO EDUCATION
The institution provides fair and transparent services for the right to education.

S7.12 CEV-AFAM FINAL EVALUATION
General remarks
The Conservatory participates by right to the Regional Conference for the Right to Higher Education, provided for by the Regional Law of 14 November 2014, n. 21 "Norms on the right to university study" and that expresses its opinion to the Region regarding the programming of the interventions in favor of the right to study, while one of its students is part of the Student Committee provided by the same legislation. As can be seen from the website -Sez. "Studying at the Tartini" (https://conts.it/it/studenti/servizi-per-gli-studenti/servizi-per-studenti/), the Conservatory collaborates with ARDIS, Regional Agency for the Right to Study (www.ardis.fvg.it/).

The Conservatory is responsible for its budget for "200 hours" collaborations with students pursuant to Legislative Decree 68/2012 (https://conts.it/studenti/premi-appropriatescholarship-and-grant/part-time collaboration/) and awards study prizes to its best graduates.

The OPIS measurements in this regard (Sec. G- Servizi) show a satisfactory satisfaction.

Strengths
Award of study grants to the best graduates.

Areas for improvement
No particular areas of improvement emerge

S7.13 INTERNATIONALISATION AND MOBILITY
The institution facilitates the processes of internationalization and mobility for incoming and outgoing students, faculty, and staff by offering formalized support services.

S7.13 CEV-AFAM FINAL EVALUATION
General remarks
The Conservatory actively promotes multiple processes of internationalization and mobility of students, faculty and staff (incoming and outgoing), offering formalized support services. Very solid and long-standing contacts with Central and Eastern Europe agree with the location and history of Trieste.

The number of student exchanges was already close to the pre-pandemia numbers in the academic year 2021-22.

The OPIS (Sec. E) measurements show satisfactory satisfaction.

The Conservatory has adopted its own Regulation in relation to Erasmus mobility, published on the website, where the various calls for Erasmus mobility are also published together with the contacts of the reference office.

Strengths
- An ad hoc section of the website of the Conservatory dedicated to internationalization and very well structured (https://conts.it/international/cooperazione-internazionale/);
- The Conservatory has a large portfolio of initiatives and projects aimed at capitalizing and further developing the international network in various fields: teaching, artistic production and research. By way of example:
  a) Erasmus+ programmes;
  b) participation of the Conservatory in the European Association of Conservatives AEC;
c) in the context of relations with Serbia preparation for the issuance of a Level II joint licence in
d) Guitar with the Academy of Novi Sad, which received the authorization of the Ministry of Research in Italy;
e) contacts and exchanges within the GMEL-Global Music Education League network, which sees the Presidency
of the Beijing State Conservatory;
f) Interreg Italia - Slovenia “tartini” project on the enhancement of the figure of the composer and violinist from
Piran in a tourist key;
g) the Trieste Conservatory is a founding member of the WWM Consortium (Working With Music,
http://www.workingwithmusic.net/), which operates in the field of international mobility;
h) start of the Joint Biennial Diploma Course in Guitar with the Novi Sad Academy;
i) ability to support incoming students from non-EU countries (Erasmus KA-171) for which ad hoc bureaucratic
and administrative tasks are required compared to the normal Erasmus program of EU countries (for example,
for residence permits);
j) the Conservatory received, on 27.02.2021 from the European Commission, the official communication of the
granting, after careful evaluation, of the Erasmus Charter for Higher Education (ECHE) for the entire period of the
Erasmus+ programme (2021-2027): https://conts.it/international/erasmus/erasmus-charter-for-higher-
education-erasmus-charter-for-higher-education/
The Charter will allow the Conservatory to participate in all
European and international cooperation and mobility activities from A.A. 2021/2022, under the new Erasmus+
programme for education and training 2021/2027.

- The Conservatory allocates to internationalization adequate resources, which are used appropriately, and
diversified into multiple sources of funding.

Areas for improvement
In view of the international standing of the Trieste Conservatory and the important network of relations with foreign
institutions, it is suggested to aim to increase the supply of joint securities.

S7.14 COLLABORATION WITH OTHER INSTITUTIONS AND/OR ORGANIZATIONS
The institution promotes initiatives of collaboration with other institutions and/or organizations,
including international ones, for artistic/scientific production, research, and third mission activities.

S7.14 FINAL EVALUATION OF CEV-AFAM
General remarks
By virtue of a consolidated and virtuous tradition, the Conservatory is widely involved in the promotion of collaborative
initiatives with other institutions and/or bodies, including international, for artistic/scientific production, research and
third mission, denoting an excellent alliance capability and a substantial and effective portfolio management capacity
of its partnerships, many of which have, however, international status.

Among the many partnerships, and by way of example, are the following:
- long-standing collaboration with the AEC- European Association of Conservatives (aec-music.eu/), which saw the
  Association and the Conservatory partner in various projects, last SWING, European project that provided for the
development and enhancement of the system LOLA low latency (lola.conts.it/), which allows the transmission of
images and sound with a latency lower than the perceivable threshold, giving the possibility of making concerts
between musicians playing at several hundred kilometers away. The LOLA system uses the GARR network and
similar European networks that are part of GEANT;
- The Conservatory is the leader of the project INTERREG "Tartini bis" of cross-border cooperation with Slovenia,
capitalization of a previous project tartini, among whose partners there is the Municipality of Piran, birthplace of
G. Tartini. As part of this cooperation, Tartini’s correspondence was published and a website
(www.discovertartini.eu) was created, managed by the Conservatory, which contains, inter alia, the online
thematic catalogue of Tartini’s works realized on MERMEID system and that with the new project will be
reorganized and will get new impetus. The digitization of material in the library has allowed its publication on the
Internetculturale website (www.internetculturale.it/it/41/collezioni/29678/) realized by the Ministry of Culture;

- on the impulse of the Conservatory Tartini established in 2016 the network CEMAN (Central European Music
Academies Network) within the activities of the CEI - Central Europe Initiatives - In.C.E. Central European Initiative,
international organization based in Trieste (www.cei.int/). The Central European Initiative (CEI) is a regional
intergovernmental forum established in 1989, following the fall of the Berlin Wall, and brings together 17 Member
States from Central, Eastern and South-Eastern Europe; It supports a united Europe with shared values that
embrace all countries, regions, peoples and citizens and promotes the strengthening of the capacities of its
Member States in favour of good governance; the rule of law and sustainable economic development for stability,
social cohesion, environmental sustainability, security and prosperity. The CEMAN network, led by the Tartini
Conservatory, is a place of exchange and collaboration between the musical institutions of the CEI area. The most
important and significant expression of the CEMAN network is the CEMAN orchestra, an orchestra of training with
students coming from the various participating Academies and carrying out an annual program in Trieste and in
the capital of the country that, in turn, headmaster the CEI organization;

- the Conservatory has been entrusted, for some years, by the MUR of the funds for the implementation of art. 3
paragraph 1 of the Agreement referred to in Law 212/2012 on Cultural and Educational Cooperation between Italy
and Serbia. As the first Italian AFAM Institution, the Conservatory has obtained the possibility of awarding the title
of Academic Diploma II joint level with the Academy of Novi Sad. Every year a specific program of cultural events,
usually joint and involving other Italian AFAM Institutions, takes place.

- The Conservatory adheres since its foundation to the Global Music Education League (GMEL) led by the Beijing
Conservatory, although over the years rather limited was the presence of Chinese students and the use of the
Turandot program (conts.it/it/internazionale/progetto-turandot/turandot/);

- the Conservatory participates adheres to the memorandum of understanding "Trieste City of Knowledge"
promoted by the Municipality and involving the scientific realities of the territory, and participates annually in
"Trieste NEXT Festival of Scientific Research" (www.triestenext.it/), to which the Conservatory collaborates since
the first edition;

- the Conservatory is part of the Scientific and Innovation System of Friuli Venezia Giulia (sis FVG), an initiative of the
Friuli Venezia Giulia Region with the Ministry of Foreign Affairs and International Cooperation and the Ministry of
Universities and Research.

Strengths
- Large number and wide variety of existing partnerships, in heterogeneous and complementary fields, such as
teaching, research and artistic production;
- Consolidated alliance capability understood both as a strategic screening capability of the context in order to
identify potential partnerships at the national and international scale, and as an ability to conclude constructive
collaboration agreements;
- Consolidated ability to manage the partnership over time (dynamic perspective) once the prerogatives (objectives,
expected results, stakeholders, responsibilities, etc.) and the legal framework of the agreement have been defined.

Areas for improvement
Ensure greater prominence in the budget documents (preliminary and final budgets; preliminary and final reports) to
this specific dimension of the dynamic life of the Conservatoire, for example by explaining in more depth the different
partnerships, their objectives, their outcomes, their cultural socio-economic impact (for example, in terms of social
sustainability) etc.
S8.1 MONITORING OF THE QA SYSTEM

The Institution has an effective monitoring and data collection system for internal quality assurance.

S8.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks
As observed in point S1.9 (Use of AQ monitoring results) and S3.1 (Policies for course monitoring), any critical issues arising in the life of the institution are currently analyzed at the Department, Academic Council, Board of Directors, Management, and Evaluation Nucleus, with the specific contribution of the Student Consultation. The acquisition of a quality assurance policy and the subsequent establishment of the Quality Committee should promote a more structured QA process, also in relation to the monitoring activities undertaken. At present, in the absence of a Quality Committee, monitoring activities are guaranteed, to the extent of competence, by the Evaluation Nucleus, especially during the annual survey for the "Assessment of student teaching."

The utility of this work is reiterated since students, the end-users of the entire educational process, should represent the privileged interlocutor in assessing the quality of teaching and the alignment between planned and perceived objectives. At the same time, it is highlighted how the entire NdV 2023 report proposes a detailed analysis of existing criticalities and suggests improvement interventions of certain effectiveness, in case of acceptance by the institution's governing bodies.

Moreover, the Tartini Conservatory annually prepares various statistical elaborations, which, however, do not find confirmation in internal monitoring activities.

Strengths
No particular strong points can be reported.

Areas for improvement:
A concrete QA monitoring process presupposes the definition of reference figures both in the administrative and didactic fields, with the direct involvement of all components present in the institution. Therefore, confidence is placed in the imminent establishment of the Quality Committee for the definition of "measurable processes" to be implemented for an objective evaluation of the actions undertaken and their results.

S8.2 PROCESS INDICATORS

The Institution defines process indicators relating to the educational offer to guide and inform decision-making.
S8.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks
In the meeting of July 24, 2023, the Academic Council approved the first "Guidelines for Quality Policies" (minutes no. 183, point 6). This is the first formal act, together with the establishment of the Quality Committee, of a QA policy initiated by the Conservatory. It is foreseeable that, when this body becomes operational, it will be able to start structuring the quality assurance processes, defining specific process indicators that can make the actions related to the educational offer measurable.

Strengths
- Adoption of guidelines for Quality Policies.
- Establishment of the Quality Committee.

Areas for improvement
- The reported processes are themselves indicators of a willingness on the part of the Conservatory to be aware of the strategic role that a good QA policy has in the management and development of the institution. However, it is evident that such acts take on a positive meaning only in correspondence with concrete actions that are expected to be implemented in the coming months.
- It is recommended to monitor the activity of individual schools (evaluating trends on at least a three-year basis: enrolments, admissions, withdrawals, transfers, etc.) and the results achieved by also monitoring the employability of graduates after 3 and 5 years (as provided by the Anvur graduate survey).

S8.3 USE OF INFORMATION
The institution appropriately utilises all available data and information, including monitoring student careers, student opinions, and analysing evaluations conducted by the Evaluation Board within the Annual Report.

S8.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks
In the absence of specific quality indicators, actions related to monitoring and analyzing data on student careers and surveying student opinions remain somewhat random. The Conservatory declares that "student careers are constantly monitored by the Didactic Secretariat and the Didactic Delegate, both in the individual and aggregate dimensions. The results of this monitoring, as well as the surveys of student opinions and the reports of the Evaluation Nucleus, are discussed in the sessions of academic bodies." However, there is no trace of these analyses and any consequent actions in any internal documents of the institution.

Strengths
No particular strengths identified.

Areas for improvement
- Make the results of student career monitoring explicit and accessible.
- Make the results of student opinion surveys accessible, also through the Conservatory's website.
S8.4 INVOLVEMENT OF FACULTY AND STUDENTS IN ANALYSIS AND MONITORING ACTIVITIES

The institution ensures the participation of faculty and student representatives in the analysis and monitoring activities of the effectiveness of study programmes and educational activities.

S8.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The teaching and student component is already represented in institutional bodies (Departments: 1 student, Academic Council: 2, Board of Directors: 1). This presence is confirmed in the forming Quality Committee (two students and two teachers). However, since monitoring activities are still being defined, it is not possible to express an evaluation at this time.

Strengths
Presence of student and teacher representation in institutional bodies (consistently with DPR 23 February 2003, no. 132) and in the forming Quality Committee.

Areas for improvement
Structure bodies for the verification and monitoring of the effectiveness of study programs, foreseeing the active participation of teachers and students.

STANDARD 9 -INTEGRITY ACADEMIC, TRANSPARENCY E PUBLICITY OF INFORMATION

[ESG2015 1.8 Public information]
[ESG2015 1.10 Cyclical external quality assurance]
The institution adheres to high ethical standards of business management; it publishes clear, accurate information, objective, up-to-date and easily accessible information on its activities, including study programmes.

S9.1 PUBLIC INFORMATION

The institution provides sufficient information to the public regarding its processes for admission, student assessment, student discipline regulation, and the handling of complaints and appeals.

S9.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks
The information provided by the Conservatory to the public through its institutional website appears complete and exhaustive. In the "Studying at Tartini" section of the website, all the indications for admission, enrollment, attendance, lessons, and exams, the degree, as well as information related to bureaucratic procedures such as the renewal of enrollment or fees and contributions are presented. In the same section, there is also the Student Guide, complete in every part, and the Student Contribution Regulation.

The Student Guide is available in Italian, English, and Slovenian. Other indications addressed to students are also present in the dual Italian/English language. On the website, there is an additional section (all in English) dedicated to foreign students, with numerous pages dedicated to international cooperation, Erasmus projects, the Turandot project (also in Chinese), etc.
However, there is no information on procedures for the presentation and evaluation of any appeals or complaints, left to the discretion of the Management.

**Strengths**
- Well-organized and comprehensive institutional website in the part related to student information.
- *Student Guide* in Italian, English, and Slovenian.
- Presence of a specific desk for students from the Slovenian community.

**Areas for improvement**
- Didactic and administrative regulations are not always easily accessible.
- It is necessary to define clear and transparent procedures for managing any appeals and complaints.

**S9.2 INTELLECTUAL PROPERTY, CONFLICTS OF INTEREST AND PRIVACY**
The institution adopts appropriate policies and periodically reviewed procedures to safeguard academic integrity, intellectual property, privacy, and prevent conflicts of interest.

**S9.2 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The Conservatory states that it has "established the Single Guarantee Committee that deals with the Well-being of Personnel. Academic freedom is protected by the Management, and its respect is overseen by the Academic Council. The Conservatory applies EU Reg. 2016/679 on privacy and has appointed an external Data Protection Officer. The issue of intellectual property has been raised in relation to the activity of external experts for INTERREG projects and has found a solution in specific clauses to be included in the calls."

The CUG (Single Guarantee Committee) was established on March 28, 2023, and assumes the main functions of the Equal Opportunities Committee (CPO) and the Joint Committee for the prevention of the phenomenon of mobbing.

**Strengths**
- Presence of a specific Guarantee Committee.
- Presence of an external data protection officer.

**Areas for improvement**
No specific areas for improvement identified.

**S9.3 ACCURACY OF INFORMATION FOR STUDENTS**
The information published by the institution is comprehensive, accurate, up-to-date, easily accessible, and sufficient to enable students and prospective students to make informed decisions.

**S9.3 FINAL EVALUATION OF THE CEV-AFAM**

**General remarks**
The information published by the Conservatory and directed at both already enrolled students and those intending to undertake the academic path is collected in a specific section of the institutional website called "Studying at Tartini." The page is divided into four subsections:
- Study programs (presentation in Italian and English of the types of courses offered, from preparatory to academic courses of I and II levels, and Master's);
- Students (with all the necessary information for access and attendance, including information related to fees and exemptions);
- Services (presentation of different services for students, from those offered by ARDiS to the psychological support desk, from scholarships and grants to insurance);
- Student Consultation (an entire section dedicated to the Consulta with pages dedicated to activities, the survey of student opinions, multimedia production).

The organization of information appears complete and intuitive, allowing students to have a clear view of the Institute and its educational offer.

**Strengths**
Good organization of information for students that appears complete, easy to find, and easy to read.

**Areas for improvement**
Complete the presentation of the different pages of the section also in English

### S9.4 CONSISTENCY OF INFORMATION

All official Institutional information, regardless of the medium, is consistent with ministerial authorizations and the national framework of qualifications, accurately representing the conditions and opportunities available at the institution.

### S9.4 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**
The state nature of the Institution obliges the Conservatory to move rigorously within the framework of ministerial regulations and in compliance with the national and European framework. The possibility of publishing on the institutional website is limited to a few authorized personnel by the Management, which consequently takes responsibility for it.

**Strengths**
Consistency with reference regulations.

**Areas for improvement**
It is recommended to verify the full consistency of the information provided on different platforms (institutional website, Universitaly, social media, etc.).

### S9.5 EXTERNAL COMMUNICATION

The institution communicates and promotes externally the results of its artistic/scientific production and research.

### S9.5 FINAL EVALUATION OF THE CEV-AFAM

**General remarks**
The Conservatory has its own press office that promotes various initiatives produced in the artistic field. On the website, there is a dedicated section ("Artistic production and masterclasses") where concerts of the Conservatory, events, and individual masterclasses are presented. It is noted that all information concerns exclusively production and teaching, while nothing appears in relation to scientific production and research.
Strengths
- Presence of a Press Office.
- Presence of a specific section on the institutional website dedicated to artistic production and masterclasses.
- New Conservatory website that makes content of interest easily accessible and usable for both internal and external stakeholders.

Areas for improvement
- It is recommended to give the right visibility, also through the press office, to activities related to scientific production and research that may be present in the Conservatory.
- Promptly populate the new website definitively and completely to facilitate the transition from the old to the new site, ensuring its full usability by users.

S9.6 MONITORING INFORMATION
The institution has an effective system for monitoring the completeness, accuracy, accessibility, and updating of both paper-based and web-based information published on the institution’s website. Clear internal responsibilities are defined within this system.

S9.6 FINAL EVALUATION OF THE CEV-AFAM
General remarks
At present, the presence of a structured system for monitoring information is not detected. Annually, the website pages are reviewed by the NdV for the preparation of its report and attestations on transparency (Transparent Administration).

Strengths
There are no particular strong points to report.

Areas for improvement
Establishment of a system for monitoring the information produced, with the identification of reference figures responsible for content, coherence, accuracy, completeness, and accessibility.

S9.7 COMBATING FRAUD IN EDUCATION
The institution acts in line with the principles expressed in Council of Europe Recommendation CM/Rec(2022)18 on countering education fraud.

S9.7 FINAL EVALUATION OF THE CEV-AFAM
General remarks
The Conservatory, as a public institution of Higher Musical Education, respects the principles expressed in the Recommendation CM/Rec (2022)18 of the Council of Europe on combating fraud in education. The Conservatory has enacted the "Code of conduct for the prevention and contrast of sexual harassment, mobbing, and any form of discrimination in the workplace" (approved in the CUG meeting on May 8, 2019, and ratified by the Board of Directors in the meeting on May 14, 2019, with resolution no. 14). Particular attention is declared to be placed against plagiarism through specific directives on the preparation of theses, which, to be honest, are limited to giving indications relative to the nature and form of the final thesis. It was not possible, in any case, to verify the possible actions put in place by the Conservatory in the prevention and the fight against fraud in the education and theft of intellectual property.
Strengths
Code of Conduct for the prevention and combating of sexual harassment, bullying and all forms of discrimination in the workplace.

Areas for improvement
- Identification of a delegate of the Directorate for the application of the principles expressed by Council of Europe Recommendation CM/Rec (2022)18 on combating fraud in education.
- We suggest the purchase and systematic use of an antiplagium program to protect intellectual property and to protect academic integrity.